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Catholic School Journal

N.C.E.A. Convention
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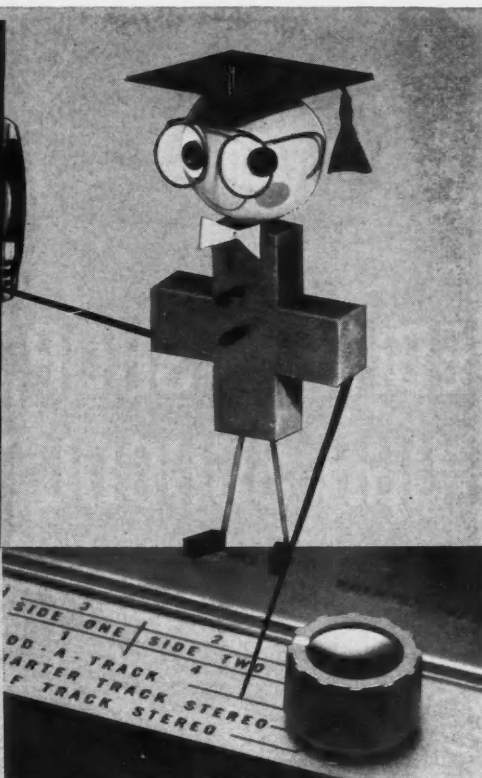
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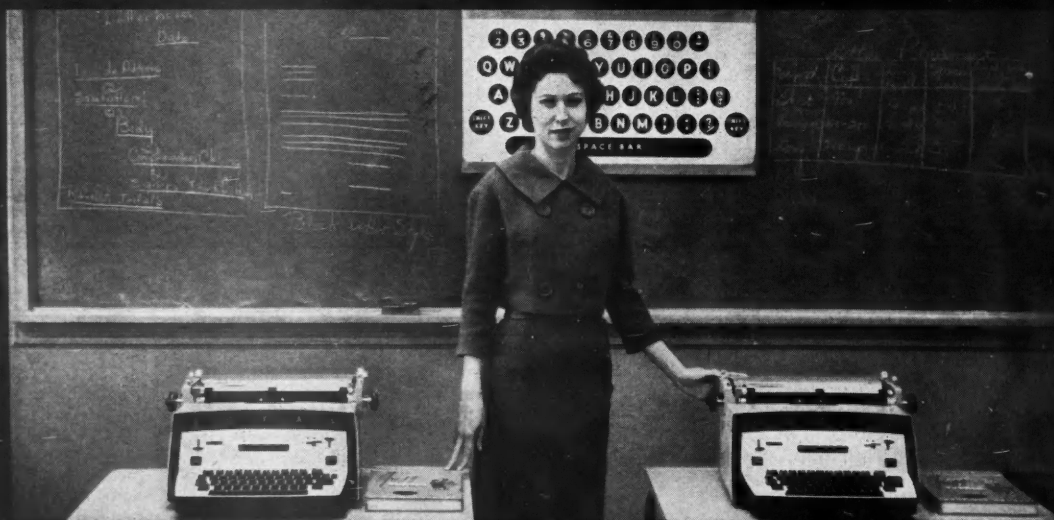
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The Catholic School Journal

VOL. 61, NO. 3 MARCH, 1961

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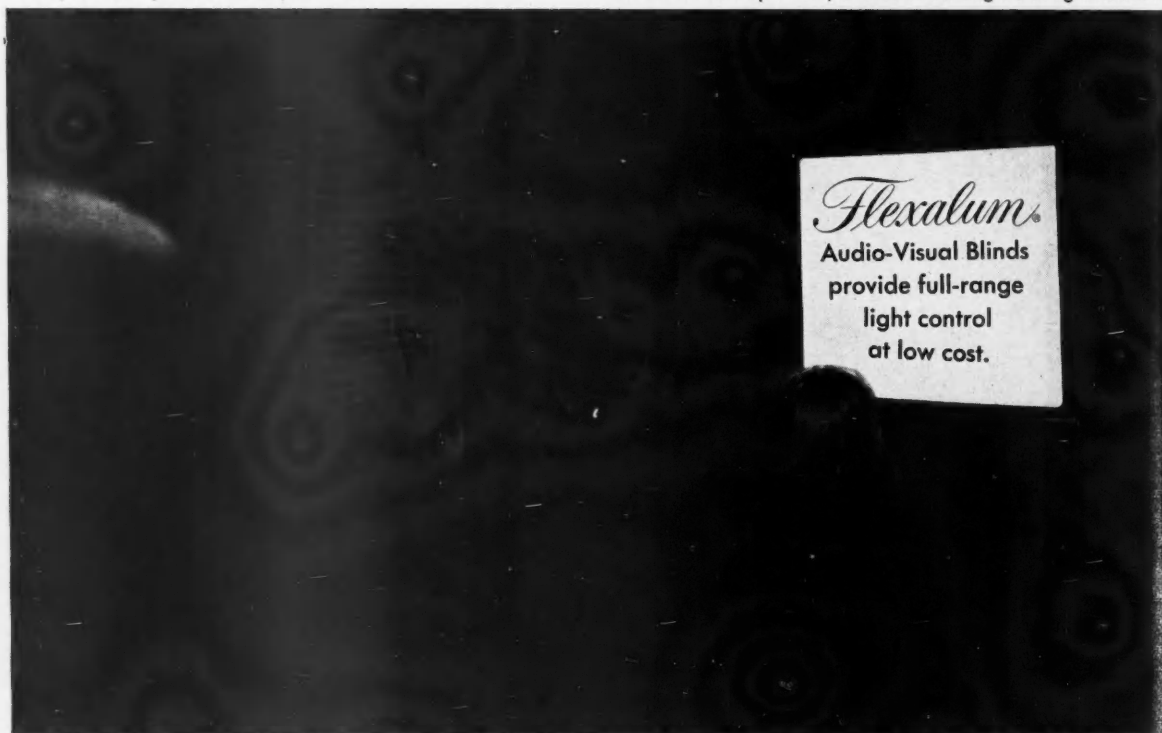
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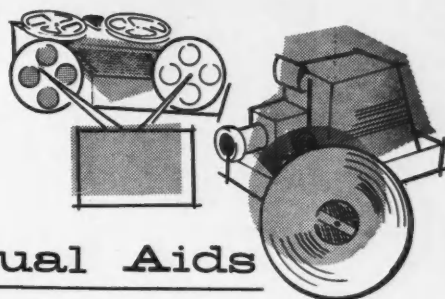


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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

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Blessed Martin de Porres

A 68-frame color filmstrip accompanied by a two-sided unbreakable 1-p. 30-minute recording. Since the canonization of Blessed Martin appears to be imminent, this is very timely material. The recording is dramatic and most interesting as well as readily understandable. The coloring of the filmstrip pictures represents a childlike application.

The filmstrip-recording presentation opens with a scene in which Martin's white father, a nobleman of Lima, Peru, disowns his black infant son whose mother is a free Negro. Several scenes following depict situations in which Martin suffers discrimination because of his color. After he becomes a Third Order Dominican, his continued compassion for the poor actuates outstanding activities along this line. Numerous scenes also tell of the many ways in which his medical knowledge and skill were put to excellent use for a suffering humanity. His knowledge of theology surprised many who were greatly impressed with his religious pronouncements. The story of his work in connection with the orphanage he established to care for needy children is very interesting. His love of animals and all other creatures is highlighted in several dramatic incidents which are reminiscent of the life of St. Francis of Assisi. However, paramount throughout the story is Martin's emphasis of his belief that, since God created all human beings, they are all equal in the sight of God irrespective of any differences in external appearances. Several of the miracles attributed to Blessed Martin are dramatically presented in the filmstrip which culminates with his death which he has accurately foretold.

The Passion of Our Lord Jesus Christ I Sing of the Maiden Sing We Now of Christmas

Of this series of three 33 $\frac{1}{3}$ rpm 40-minute play unbreakable recordings we have delightful presentations of authen-

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THE PASSION OF OUR LORD JESUS CHRIST is the English adaptation of this recording which has been taken from all four Gospel accounts. There are two parts. The Passion narrative comprises Part One. The simple but moving words and music of the *Exultet* or Blessing of the Paschal Candle insist on the joy consequent to the Passion and Resurrection and comprise Part Two. This is especially applicable to the Easter season.

I SING OF THE MAIDEN—From its first haunting lines of "I Sing of a Maiden" to the last chord of Mozart's Ave Maria, the music on this recording moves in harmonious progression with the spoken narrative of Mary's life—her joys, sorrows, and glories.

The following is a list of vocal numbers included on the two sides of the record: "I Sing of a Maiden," "Drop Down Dew Ye Heavens," "Behold, a Virgin," "Ave Maria," "Magnificat," "Maria Walks Amid the Thorn," "Lo, How a Rose," "Stabat Mater," "Regina Coeli," "Mary Is Assumed," "Recordare," and Mozart's "Ave Maria."

SING WE NOW OF CHRISTMAS—is a recording which preserves the joy and peace of Christmas. The narrative, taken solely from the Scriptures, retells the birth of Christ in the simple words of the evangelists. The music, mostly carols, forms a part of the story, commenting upon and emphasizing the events. This is a rich legacy of song which the birth of Christ has inspired.

The two sides of the record SING WE NOW OF CHRISTMAS present the following hymns: "Sing We Now of Christmas," "O Come, O Come Em-

manuel," "As Joseph Was A-Walking," "Mary the Virgin to Bethlehem Went," "O Magnum Mysterium," "Angels We Have Heard on High," "When at Christmas," "I Wonder as I Wander," "The March of the Three Kings," and "O Come All Ye Faithful."

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In the elementary school this film is designed to portray how plants and animals in sea water live and also to provide a basis for teaching about the food chain, by which each form of life must find food for itself and must often serve as food for others in the natural balance of nature.

In the junior high school it can be used to illustrate the basic principles of biology in the salt-water environment: how animals get food, prepare for new generations, and defend themselves against predators. It also demonstrates some of the adaptations of plants and animals: hard-shelled armor, blinding secretions, stings, and provides a glimpse of the remarkable beauty of the natural world.

In the high school for club use, as an aesthetic experience with nature photography bringing into focus the world at the edge of the sea. In senior high school and with adult groups it would be valuable in biology, zoology, botany, and ecology classes.

The scene of the film is a shore on

(Continued on page 8)



... the extra-strong tape for long,
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Professor J. Collins Orr, director of Purdue language laboratories, shown here operating console of main recording studio. From this board, taped instructional material may be sent to various language classrooms and labs.

For over ten years, tape recordings and laboratory techniques have been "tools" that help teach languages at Purdue University. The university has become an international authority on language labs . . . and Purdue's own labs have been acclaimed "one of the finest facilities for language teaching in the world today!"

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PREPARE OWN TAPES

While such taped material as music, drama and poetry is obtained from foreign countries, the Purdue teaching staff prepares most of its own tapes, both for instruction and testing, with frequent revisions and improvements.

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Evaluations of AV Aids

(Continued from page 5)

the western coast of Britain, very similar to the conditions on the eastern coast of North America. The camera portrays actual views of plants and animals in their natural setting. Among the plants seen in the film are: seaweed, algae, seawrack, and a variety of wild-flowers in bloom. Birds shown in their nesting grounds include the sandpipers, lumpsucker, kittiwakes, herring gulls, great black-back and razor-bill gulls,

gannets, and puffins. Other forms of animal life in the tide pools and at the shore are: periwinkles, barnacles, anemones, hermit crabs, starfish, lobsters, pipefish, and blenny.

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(Continued on page 10)



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Evaluations of AV Aids

(Continued from page 8)

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The Good News of Christ

This consists of 24 remarkably impressive color filmstrips with accompanying unbreakable 33 $\frac{1}{3}$ rpm long-play records scripted by Sister M. Johnice and Sister M. Elizabeth, I.H.S., of the Religious Education Center, Monroe, Mich. Rev. Bernard Cooke, S.J., chair-

man of the department of theology, Marquette University, is the consultant for research and script writing and he has assumed responsibility for the contemporary Scripture scholarship. Most Rev. J. H. Dearborn, Archbishop of Detroit, has granted final approval of the series.

Part I, "THE HIDDEN LIFE OF CHRIST"; and Parts II and III, "THE PUBLIC LIFE OF CHRIST," were previously reviewed in these columns. Now Part IV, THE REDEMPTION FULFILLED, has been completed and is now available. It consists of 6 beautifully done

filmstrips complete with records and study guides, at \$60. for the complete set. Those who evaluated these filmstrips were unanimous in feeling that they portray basic religious ideas in a most impressive manner. The photography is compelling, costumes and settings are authentic, and the remarkable dramatic quality of both pictures and recordings commands attention and carries one's unflagging interest throughout the entire showing.

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To portray the final rejection of the true Messiah by His own people.

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To show the relationships of the Mass, the Last Supper, and Calvary.

To present the heinousness of sin and Christ's victory over it.

To portray the birth of the Mystical Body of Christ, Holy Mother Church, which came forth from the pierced side of the New Adam and was symbolized in the water (of Baptism) and the Blood (of the Eucharist).

Episode 23. The Resurrection

To show Christ's triumph over sin, over Satan, over death.

To manifest the glorified Christ as He confirms His claims to divinity.

To portray redemption obtained.

To manifest the glorified Christ as He

(Continued on page 14)

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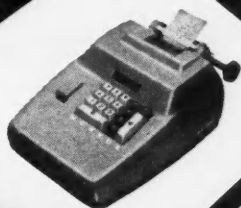
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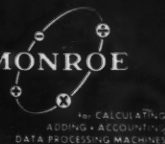
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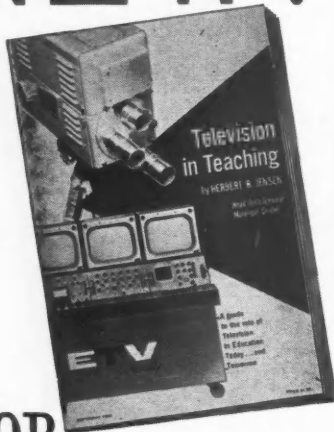
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Evaluations of AV Aids

(Continued from page 10)

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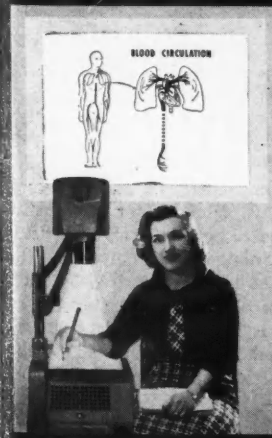
(Continued on page 16)

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CHARLES BESELER COMPANY 209 So. 18th Street, East Orange, New Jersey

Evaluations of AV Aids

(Continued from page 14)

Chinese Nationalist regime of Chiang Kai-shek on Taiwan, India, Japan, and Southeast Asia. The filmstrip also goes at length into what is happening inside China as the Communists push to turn the tradition-bound land into a modern state. Historical background runs from the birth of the Chinese Republic to the rise of Mao Tse-tung.

Accompanying the filmstrip is a discussion manual that reproduces each

frame and adds below it supplementary information for each frame. The manual also has a general introduction to the subject, discussion questions related to sections of the filmstrip, suggested activities, and suggested reading.

KNOWING AND APPRECIATING BIRDS

Audio-visual aids may be the answer! Is "leisure time" a booby trap or a golden opportunity?

As spring and summer approach, the lure of the out-of-doors becomes irre-

sistible. What children, youth, and adults will do with increased leisure time spent out-of-doors obviously depends to a large extent upon the motivation supplied by teachers and other influential persons in their environment.

One powerful way in which schools can help stimulate a deep and rewarding interest in the natural beauties with which God has surrounded us is through adroit use of appropriate audio-visual aids. In fact, this interest once generated can be so far reaching as to increase significantly leisure time reading and discussion along these profitable lines.

In order to facilitate advance planning for appropriate use of some of the best of these powerful tools of learning, this column in the November, 1960, issue of CATHOLIC SCHOOL JOURNAL presented reviews of the very excellent audio-visual aids made available through or used by the Audubon Society which is the largest conservation organization in the world and one whose work channels the interests of children and adults into these extremely valuable directions of exploration, appreciation, and enjoyment of God's nature gifts to men.

Write National Audubon Society, 1130 Fifth Ave., New York 28, N. Y., for information concerning how teachers may form Junior Audubon Clubs in which children for only 25 cents a year receive some excellent bird and mammal pictures and other worthwhile nature material. Besides, the teacher also receives descriptions of valuable projects and activities for science, language, and creative arts. It is entirely possible that here may be an "open sesame" to prevention of juvenile delinquency as well as a cushioning insurance against emotional ills.

In response to numerous requests from readers, the author this month and next month presents reviews of additional audio-visual aids designed to provide the necessary background and stimulate interest in knowing more about nature.

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Birds: How We Identify Them

A 16mm. sound, 11 minute film in color (\$110) intended for intermediate grades science but useful on upper levels as well. This film helps overcome the difficulty of identifying birds by showing common clues: characteristic appearance, actions, and sounds. It stresses the methods of identifying birds rather than the identification of particular birds.

(Continued on page 19)

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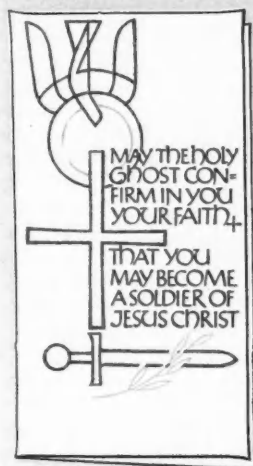
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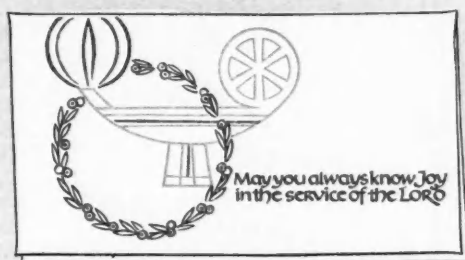
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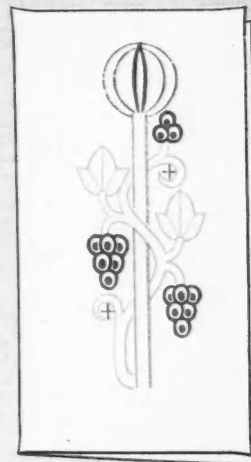
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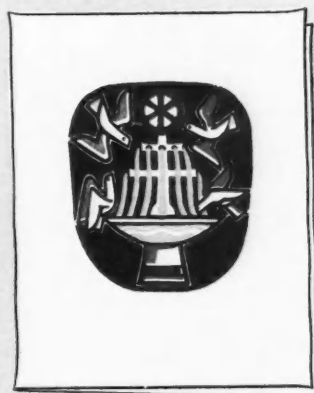
129. Nun's Feast Day



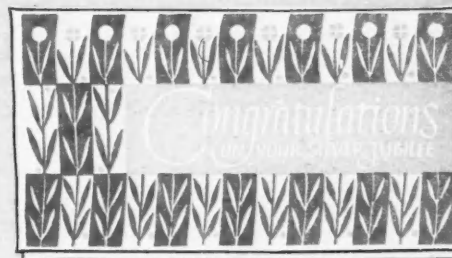
125. First Communion



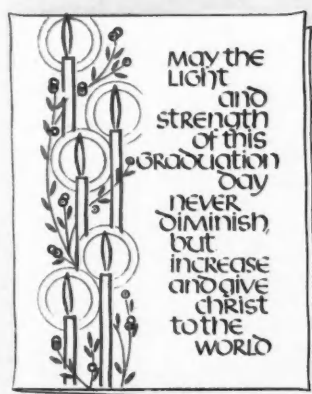
131. Any Occasion



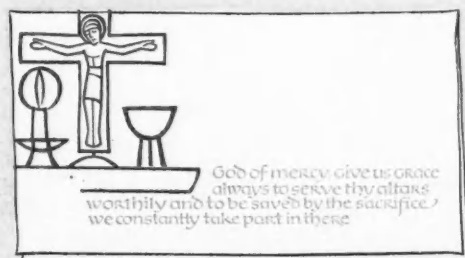
134. Spiritual Bouquet



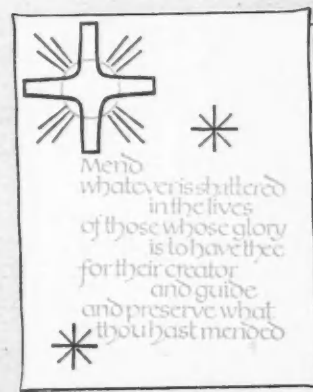
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- 858 Patrick
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- 860 Paul of the Cross



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- 862 Peter Claver
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SAINT ANTHONY

Evaluations of AV Aids

(Continued from page 16)

Bob and Danny take a trip through the woods to look for birds. One of the characteristics they observe is appearance. They also watch carefully for unusual identifying actions—the beautiful, gliding flight of the swallow or the movement of the nuthatch as it comes down the tree head-first, carrying nuts which it wedges into a crack to open. Other actions that the children are especially careful to observe are movements of birds on the ground and their activities when feeding and nesting.

We learn that birds larger than the robin are apt to be found in the open country. Unusual photography of the hawk's gliding, soaring flight as it looks for prey, is an appropriate example of the importance of actions in identifying birds.

In addition to the birds mentioned above, the following are seen in the film: the bluebird, purple martin, flicker, wren, hummingbird, crow, and meadowlark.

Color Films of Birds

Coronet has also produced the following color films on birds:

AUDUBON AND THE BIRDS OF AMERICA, 16 minutes, color

The life works of John James Audubon, the great "American Woodsman," are unfolded as the film re-creates Audubon's youthful beginnings in America, his struggles to resolve repeated business failures with an intense interest in painting wildlife, his decision to dedicate his life to his art, and his eventual triumph in the publication of his magnificent work, *The Birds of America*.

BIRDS IN WINTER, 11 min. color

Featured are the feeding habits and adaptations of ten birds commonly seen in the winter months. The winter residents shown are: the chickadee, the nuthatch, junco, cardinal, English sparrow, starling, and the zebra, downy, and hairy woodpeckers.

BIRDS OF INLAND WATERWAYS, 10 min. color

Coloring, nesting habits, feeding habits of kingfisher, blue heron, green heron, night heron, ibis, avocet, redback sandpiper, Canada geese, Lesser Scaup duck.

BIRDS OF THE COUNTRYSIDE, 11 min.

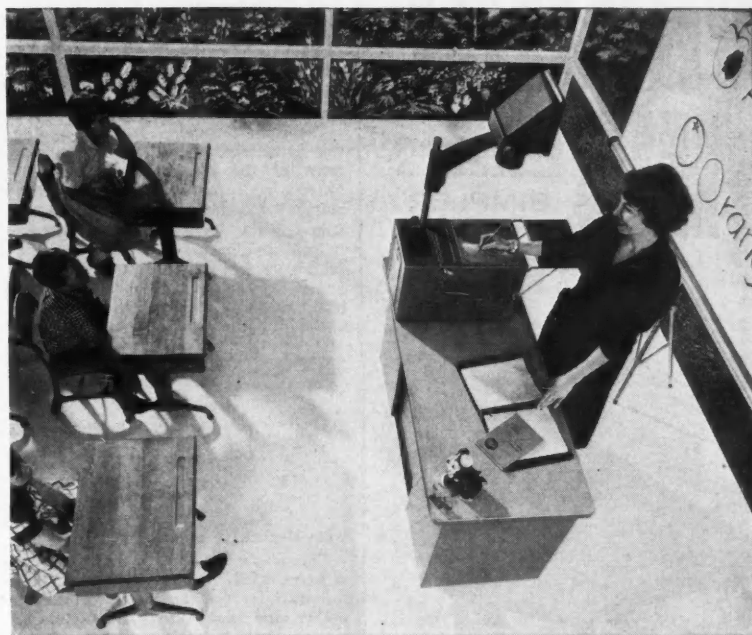
The indigo bunting, eastern kingbird, march hawk, sparrow hawk, night hawk, mourning dove, meadowlark, and killdeer—birds which make their homes in the country—are seen in their nesting places. The markings and plumage of the birds, what they eat, and how they care for their young are observed. Emphasis is placed upon the value of these birds to man.

BIRDS OF THE DOORYARD, 11 min. color

Robins, yellow warbler, eastern phoebes, yellow-shafted flickers, cardinals, tree swallows, house wrens, and purple martins—birds which are attracted to and build their nest in gardens and near homes are seen and their calls are heard. The differ-

(Concluded on page 20)

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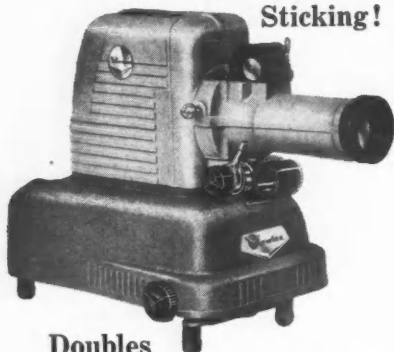
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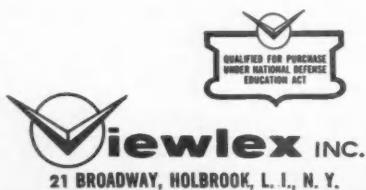


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IN CANADA — Anglophoto Ltd., Montreal

Evaluations of AV Aids

(Concluded from page 19)

ences among the birds are noted, as are their ways of protecting their nests and feeding their young. The film indicates the way in which some of these birds may be encouraged to nest in back yards.

BIRDS OF THE MARSHES, 10 min. color

Describes the color, nesting, feeding of the young, and adaptations to the environment of the redwinged blackbird, least bittern, sora rail, black tern, long-billed marsh wren, and pied-billed grebe.

BIRDS OF THE WOODLANDS, 12 min. color

Intimate glimpses into the life and habits of five of our native birds are presented. Shown are the redstart, purple finch, ovenbird, northern flicker, and black-billed cuckoo in their natural habitat as they carry on their “housework.”

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This film offers a fascinating look at the different kinds of bird homes: the robin, the warbler, Canadian goose, the woodpecker, the snake bird, the cactus wren, and the owl.

BIRDS ARE INTERESTING, 11 min. color

A film to interest children in the habitat, physical appearance, and feeding habits of birds. The body structure, bills, legs, and feet of duck, hawks, domestic fowl, shore birds, penguins, toucans, pelicans, and emu are illustrated.

BIRDS OF PREY, 10 min.

Some of the nesting and feeding habits and habitats of the barn owl, great horned owl, screech owl, turkey buzzard, black vulture, sparrow hawk, marsh hawk, rough-legged hawk, red-tailed hawk, and their young.

GRAY GULL THE HUNTER, 11 min.

The camera explores the lonely island of Stora Karlsö rising out of the Baltic Sea. Here on the rocky ledges live the sea birds — noddies, ring plovers, merganser ducks, arctic terns, sea mews, and the oyster catcher. All these birds fear the dreaded invader, the gray gull, who robs their eggs and eats their young. Photographed by Arne Sucksdorf, Swedish cameraman, who makes an exciting story out of this struggle for existence.

Heidencamp's “BLUEBIRD,” 10 min. follows the bluebird's summer visit to the north where it competes with the wren and starling for nesting sites. Shows nest building, feeding, and care of the young, tells how to build a box for bluebirds, stresses the economic value of the bird, and records the notes of its song. Their “Robin” (10 min.) shows scenes of robins in their nest building activities, their care and feeding of the young, and how the young are taught to fly. The film provides for a greater appreciation of this familiar bird of our dooryard.

Heidencamp's “WOOD THRUSH” (10 min.) shows by means of close-up photography, the bird's distinctive coloring. The film shows nest building, the eggs, care of the young, and the habits of the young and adult birds. A recording reproduces the thrush's songs.

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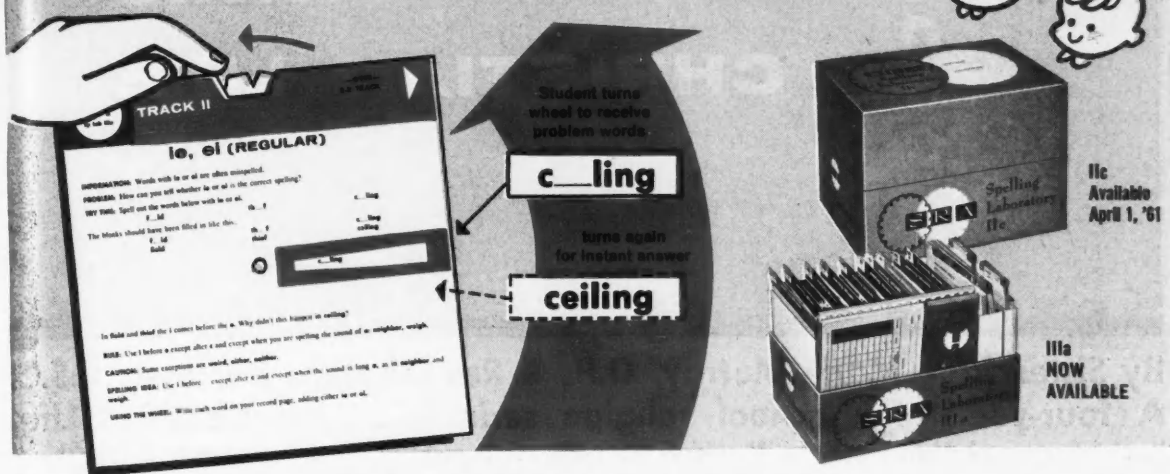
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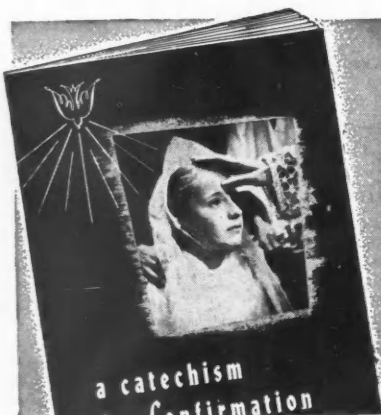
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Accept Individual Differences

... AND APPRECIATE THEM!

By Sister M. Stephen, O.S.B.

St. Joseph, Minn.

■ The elementary teacher's respect for the integrity and worth of each individual pupil is an invaluable contribution to the happiness and welfare of these children and of society. No one questions the fact of individual differences. People differ physically, mentally, emotionally, socially, and morally. This fact of individual differences, in ourselves or in others, is the source of boundless, purposeful activity and vibrant zeal for some; for others it is a source of frustration, indifference, or mediocrity.

There is a purpose—a beautiful, wonderful plan of our all-good, all-wise, and all-loving Maker. It is difficult for finite minds to see wisdom or goodness in a functionally limited body; it is even more difficult to see it in a mind that is severely retarded. But man's views are finite and somewhat narrow. He needs to be broadened and drawn to wisdom by God Himself.

All Men Are Gifted

In a certain sense, all men are "gifted children." Creation in itself is a gift.

Man has a right to nothing. Can we question the justice of something that is entirely gratuitous? It seems definitely wrong for one person to pride himself on the possession of some good, and to look down upon someone whom he thinks is less well endowed. St. Paul, who taught shortly after Christ's ascension into heaven, found it necessary to warn the people about this kind of false pride. He knew what it means to be a creature of God and he wanted the Corinthians to be less inflated in their attitudes toward themselves. He wrote: "What powers hast thou, that did not come to thee by gift? And if they came to thee by gift, why dost thou boast of them, as if there were no gift in question?" (1 Cor. 4:7, Knox translation.)

It is true that man must not attribute God's gifts to himself. It is also true that a human being need not, should not, consider himself "no good." The same loving, all-good, and all-wise God has made all men. And for each man there is a definite plan. The powers, potentialities, strengths, and weaknesses of

men were implied by Christ in the parable of the talents. The important consideration is: How well has the individual used his gifts? How well has he co-operated in the development of his capacities, and how hard has he striven to share his gifts with others?

Each in Its Place

One ought not just to *tolerate* individual differences, but actually to *accept* them with open-armed appreciation. First of all, it is important to recognize one's own true value. Each one may say truthfully: "God thought of me very specially. He planned my being, He planned my existence. There is something for me to do in life that no one else can do. Unless I find and do that particular job, it will be left undone." While there are varying points of ability, there are also degrees of weakness and inability. One person's inability may be aided by another's power. As Dunlap has said: "Bright children, like all children, must be helped to know themselves, their strengths and limitations, the resources

they may call upon and their responsibilities both to themselves and to others" (7—170).¹

My Mission

Joyful service and a fuller use of gifts will not be practical in a proud or self-centered society. There must be a unifying idea that all men are together in this business of living. Each one has an important function which no other one is really capable of performing. As St. Paul says again: "A man's body is all one, though it has a number of different organs; and all this multitude of organs goes to make up one body; so it is with Christ. We too, all of us, have been baptized into a single body by the power of a single Spirit, Jews and Greeks, slaves and free men alike; we have all been given drink at a single source, the one Spirit" (1 Cor. 12:12-14. Knox translation). An individual must be helped to know himself, in his strengths and in his inabilities. He must be helped to see himself in this whole plan of God. If he realizes that he, as well as every other human being, is a steward of God's gifts and that he has a mission to perform, life will have meaning and direction.

Guide Each Child

How can this active, positive acceptance of individual differences become a reality? The elementary teacher is a partial answer to this question. Children in elementary grades respond readily to truth, to challenge, and to the idea of service. Because they are so receptive, it is important that they be given sound instruction and good training. While there must be much self-activity for real learning, this activity must be guided by teachers who are properly prepared mentally, emotionally, and spiritually. As Dunlap has said: "Adaptations of the curriculum for able children simply are the school's way of providing for individual differences by helping each child function more adequately" (7-181).

Attitudes of Teacher and Pupils

The development of attitudes is even more important than academic achievement. Classes in religion and social studies, directed in a meaningful way, will be tremendous vehicles of growth in attitudes. The dynamic truths learned in these classes will come to life in daily activities, especially with young people. The teacher must pave the way for such

growth, and she herself must show how this broad, wholesome social understanding looks in action. She must not only think some good thoughts, know some good things, but she must also *be* good (8). She must ask herself several questions such as:

1. Do I sincerely believe in the worth of all my students, regardless of low or high mental ability and of all the differences among any group of human beings?
2. Do I cater to one child or to a certain group because of economic, social, or academic status?
3. How do I encourage self-confidence and full personal development? Do I, at times, stifle such growth by my tone of voice, facial expression, or by the way I accept a pupil's efforts and contributions?
4. How do I praise and correct youngsters? Am I alert to the needs and sensibilities of all?
5. Do I recognize that I must adjust standards, procedures, materials, etc., to the varying abilities, needs, and rates of growth?
6. Am I, while trying to give

everyone a portion of my time and attention, trying to fit all into one mold; or am I aware that the children must be allowed and helped to develop according to the gifts that they have received?

7. Do I realize, at least occasionally, that the youngsters' readiness and ability to develop their individual talents is partly my responsibility?

Much more could be said about the important role of the elementary teacher in character development, personal and social adjustment, and the happiness and well-being of individuals and of society. One could expand on the methods and content of courses in religion and social studies. There are also many "incidental factors and situations" which are really not so "incidental" because of the effect they have on the lives of individuals. However, in conclusion, let it be said that the teacher who has a sense of personal worth, a sense of responsibility, and a sense of mission will want to share these convictions with others.

Let educators aim at an active, positive acceptance of individual differences, first in themselves, and then in others.

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¹These and following numbers in parentheses refer to the bibliography.



MARCH IS VOCATION MONTH!

This display of vocation projects was prepared by the eighth grade students at St. Valentine's School, Buffalo, N. Y. They were supervised by Sister M. Salvatore, C.S.S.F.

A LAY TEACHER TAKES INVENTORY

By Margaret Fay
Kansas City, Kans.

■ I began teaching when the only lay personnel in a Catholic high school consisted of an all-purpose coach, the janitor (also all-purpose) and the girls' gym teacher. I filled the role of the latter for twelve years before I turned, temporarily, to a more lucrative position, as secretary in a manufacturing company. At the time I quit teaching I felt I needed a change, an opportunity to meet a few adults my own age. Three years later I emerged from this secretarial job feeling that any high school graduate could easily take over the work I had been doing and longing to get back to the classroom. In fact, when I began to feel guilty about the time I had been away from teaching, I became convinced of my true vocation, and I have never had a serious doubt since.

When I returned to the classroom, I began to teach my major, English, and typing, one of my three minors. Eight years and 1400 students later, perhaps it is time to take inventory. Today, so much is said and written about the role of the lay teacher in the Catholic school. Great strides are being taken in raising their salaries and prestige. Both are important but occasionally I wonder whether they are not overemphasized.

Salary and Prestige

When I started teaching, my salary of \$60 a month looked wonderful to me and, quite frankly, I had as much left over at the end of each month as I do now — small change. Yes, I was happy to be earning a salary, any salary, that would enable me to pay back my college loan. Three years later, with the help of ten dollar annual raises, I held a modest "receipt bonfire" at my home as the final slip, marked "Paid in Full" arrived from my alma mater.

The matter of prestige has never really worried me. I remember with gratitude the advice my first principal gave me. "You are just a few years older than some of these youngsters you will teach. It is very important that their first impression of you be a good one. Be dignified, be kind, but always remain just a little aloof. The students will respect you for your firmness." And then, with a faint smile, she added, "Of course, I cannot guarantee you will win their 'Miss Popularity' poll. A few of them just may prefer a teacher who will always give them their way."

As I sit "on the other side of the desk" in the graduate school classroom

today and listen to discussions of aims and methods in current education, I am reminded of that advice. I frequently hear teacher and educator alike voice many of the following remarks: "Students really crave order." "The disciplined classroom is the one in which there is a busy quiet." "Students respect the teacher who really makes them know the purpose of education." I am reminded and rewarded for the many times I stood firm when it would have been easier to have given in to the plea for "less homework, easier tests, no calisthenics, and basketball the year around."

Prestige cannot be earned in one year but its acquisition can be started even the first day of teaching. Just what is prestige? From a practical standpoint, it should be a combination of three things: the student's respect and, yes, even love; the confidence of your colleagues; the co-operation and admiration of parents and community.

"Way back in those days" (quoting my students) when I began teaching, my time was almost equally divided between the classroom and extracurricular activities. Not that the teaching load was any lighter. The teaching day was extended, just a little. As the only woman lay teacher on the faculty, I became the Pep Club sponsor, the G.A.A. sponsor, the cheerleaders' sponsor, sponsor of dances, picnics, proms — you name it, and if we had it, I was the sponsor. I hope the beginning teacher will be a little patient with me when I fail to conceal a smile as I see the sweet, young, "experienced" practice teacher applicant raise her eyebrows if there is more than one extracurricular activity listed in her contract.

Speaking of contracts, written, that is, they are nice and very reassuring. You can read the fine print carefully before you sign and make sure you have two classes of English II, two of Typing I, and one study hall—not to exceed 25 students. Twenty-five, that is the magic number, I have been told. Well, I'm too old for magic anyway. Back to the contract. You are under contract for exactly 200 days. You must be in your classroom at 8 a.m. and not leave the premises before 4 p.m. All very legal and necessary. Administration of schools, even parochial schools is now getting to be such a "big business." But I reflect upon the charm of my contract-less years when the principal and I orally discussed the subjects I would teach. When the question of salary came up and it invariably did, I can recall how earnestly Sister would plead with the president for a substantial raise only to have her original salary figure whittled by his perennial reply. "We do not have the money." Do not mis-

understand me. I would not advocate going back to the "good old days." It is very helpful to my ego and in the interest of monthly payments to get a substantial raise on my merit each year. As I struggle with term papers and "Tankas" this summer, I am also reminded what a better salary would have enabled me to do toward my master's degree years ago when my learning processes were a little more nimble. However, I wonder if teachers are not concentrating too much on "the known" and settling for security. It is just a little disconcerting to interview a group of Catholic college seniors, as I did recently, and have more than half of them cite the salary they expect on the job as the first consideration in their plans for the future. Success is wonderful but I am inclined to think that the teacher who is looking for it in terms of the dollar sign might find she has overlooked it right behind the "extra tasks" connected with teaching that she is so adamant in avoiding.

Thoughts for Vocation Directors

On July 13 and 14, 1960, the school of education at Fordham University sponsored its tenth annual Institute on Religious and Sacerdotal Vocations. The following outstanding thoughts and statements for counselors are gleaned from the conference as reported by the *Tablet*.

Most Rev. James H. Griffiths, of New York said the spark of religious vocations ignited in the home must be fanned in the school. "Fewer and fewer of our young people want to accept responsibility. . . . There is an ever increasing percentage of those who have entered the convent or seminary and then left. . . . Many people think today God is God because we elected Him."

Most Rev. Thomas A. Boland, Archbishop of Newark, said that boys and girls can't be won to accept religious vocations by telling them the life of a priest or nun is soft. "We are falling behind [in vocations]. The Catholic population increased 38 per cent since 1950, while the number of vocations increased only 18 per cent." His Excellency also warned superiors of convents

and seminaries not to discourage vocations by making early training too rigorous. They should keep their work and educational standards close to those required in the outside world for boys and girls of the same age.

Rev. Michael J. McLaughlin, director of vocations for the Diocese of Rockville Center, said that some who are guiding and training youth have two mistaken notions. The first is the "sort of direction which aims at penance for the sake of penance, sacrifice for the sake of sacrifice, and drains all the joy out of the spiritual life by failing to identify the proper motive with all the exercises of self-denial." The second "links the spiritual life and perfection in it with a meticulous performance of a series of devotions. . . . There is a lack of emphasis on why the act of devotion is performed and why the individual desires to perform it in the most precise manner. . . . It would be wrong to pour individuals into a mold, even though we may know that this mold has prepared others well for the fulfillment of their vocation."

Prestige in Numbers

Always the optimist, I hope the situation is not quite as serious as the above paragraph might indicate. Although in most Catholic high schools, lay teachers are still greatly outnumbered by the religious, yet 12 to 15 lay teachers can carry a great deal more weight than one or two at a faculty meeting, for example. I do not mean to imply that at faculty meetings we are divided into two camps. On the contrary, some of the staunchest defenders of the coach's plea for a little more co-operation regarding homework on game nights are the Sisters. By the same token, when the chemistry instructor complains that a "star" athlete is neglecting his work, the coach is the first to agree with her that the boy should suspend all practice until his work is improved.

Acceptance by Students and Parents

The status of the lay teachers is beginning to be recognized particularly in the grade schools. Parents are now willing to accept them as the rule rather than the exception. In high schools, it is now acceptable for a lay teacher to become head of a department, if she is qualified. Whether or not the lay teacher has always been accepted by the religious faculty or the parents, the fact remains that she has long been recognized by the students and has in fact become one of their chief confidantes. This is easy to understand when we realize that many teen-agers feel the lay teacher is "of the world" and consequently more familiar with their problems. I do not hold entirely with this point of view but I recognize that it does exist. As a result, she many times becomes their unofficial counselor and for this reason, the lay teacher should be instructed in and conversant with the tenets of good guidance.

I wish to make a distinction here between giving good wholesome advice and becoming a pal to the students. I am not at all in favor of the latter and agree with most authorities today, that the teen-ager does not want either his parents or his teacher to be his pal. However, despite the age of the lay teacher, the teen-ager somehow feels that the teacher is at least younger in her ways than his parents and will frequently come to her for advice.

Taking inventory has been a rewarding experience. Now my once major problems seem rather insignificant and I find myself ready, willing, but perhaps just a little uncertain to approach the newest hurdle, "double sessions."



Seminarians at Catholic University of America discuss mission problems.

Training Religious Leaders for the Lay Apostolate

"The duty of bringing the laity into apostolic action is today an integral part of the religious vocation." — Pius XI

By Sister M. Paul, C.S.J.

Marymount College, Salina, Kans.

■ During the 1959 summer session at Marymount College, Salina, Kans., an apostolic training program for Sisters was carried out as an experiment in conjunction with a Mariology course. Supplementing the regular theological study of Mary was an intensive study of the Legion of Mary which Archbishop Riberi has called "the nearest approach to the ideal of Catholic action as fostered by the Holy Father" and "a miracle of these modern times."

Learning by Doing

Firsthand experience in the organization of the Legion was provided by the establishment of five training "praesidia," each composed of about fourteen members. Officers for the praesidia were chosen twice during the summer, thus acquainting a greater number of Sisters with the duties of the various offices. Regular weekly meetings of the praesidia were conducted in exact accordance with the prescriptions laid down in the official Handbook. Priests in the area were invited to observe these

meetings and to offer any helpful suggestions. Their response and co-operation were excellent. In order that another part of the Legion system be observed in practice, a training "curia" or governing body, composed of the officers of the five praesidia, was formed. All participants in the program were invited to attend the curia meeting held towards the end of the summer session, at which each praesidium rendered a report of its summer activities.

The Legion without its active works would be a lifeless body; hence, a training program which neglected the performance of such works would not only be incomplete, but would risk giving a serious misunderstanding of the Legion system. Hence, with the permission of the Bishop, Most Rev. Frederick W. Freking, D.D., and the co-operation of the pastors of the Salina parishes, a religious census was taken by the Sisters in various parts of the city. This activity included three major undertakings of Legionaries — visitation of homes, taking the parish census, and

disseminating Catholic literature. Two by two (Legionaries must work in pairs), the Sisters went from door to door making personal contacts with Catholics and nonCatholics alike, many of whom were in great spiritual need. Literature was distributed at almost every home. In Catholic homes a parish census sheet was filled out. Each Sister made a report of her visitations at the weekly praesidia meetings. Cases requiring special attention and follow-up were referred to the appropriate sections of the Confraternity of Christian Doctrine (CCD) which was being established in the parishes of Salina.

The program was greatly enhanced by a thorough study of the Handbook and special attention was given to the formation of junior praesidia in elementary and high schools. Related readings from such books as *Theology of the Apostolate of the Legion of Mary* by Bishop L. J. Suenens, *The Spirit of the Legion of Mary* by Frank Duff, and *True Devotion to Mary* by St. Louis De Montfort served to instill in each Sister the

spirit of the Legion, which is the spirit of any true apostle—the spirit of Mary.

A Fruitful Program

The immediate fruits of the Sisters' visits would have made the program worthwhile. More than 900 hours of apostolic work were done, 633 calls were made and personal visits with 500 persons or families resulted. Some 1500 pieces of Catholic literature were distributed and numerous memberships obtained for the Confraternities of the Most Holy Rosary and of the Angelic Warfare.

But there were further results for the Sisters. In making these visitations the Sisters learned to overcome in themselves timidity and fear; they learned by experience how to knock at a door, how to approach a stranger, how to engage in conversation, how to make contacts. By studying and experiencing the Legion system they learned how to create and direct a definite and ordered apostolic organization adaptable to any situation of the lay apostolate. These accomplishments are essential to one's own training if there is to be skill in training others in the work of the apostolate.¹ But more than this, as a result of soul-stirring contacts, some of the Sisters realized for the first time the seriousness of many problems facing the Church in this country. They were filled with greater love and zeal for souls and a firm determination to imbue their students with the apostolic spirit.

Starting the Program

A similar plan could be executed in any college having a fair number of religious in attendance. The number of participants need not be limited, since a greater or lesser number of praesidia will not alter the effectiveness of the program. One general "moderator" (perhaps a priest or Sister with Legion experience) would suffice, for the responsibilities fall on the officers of the praesidia. In setting up such a program, the initial step is to organize the training praesidia. Before any meetings are held, all members should be given the opportunity of observing a model praesidium meeting demonstrating the methods of procedure. The moderator should attend as many of the praesidia meetings as possible rotating from one praesidium to another. An occasional meeting with the various presidents

will keep him informed as to the status of each praesidium. Each participant spends a minimum of two hours each week in the performance of active apostolic work. Although the Legion system is invariable, the active works will vary to meet the needs of the community in which the college is located. Regular assignments from the Handbook and related literature should be read.

Presupposing always the approval of ecclesiastical authority and of religious superiors, in initiating a plan of this type certain factors must be considered. The project could hardly be handled adequately in less than five or six weeks. Moreover, the active work would be performed best in connection with a parish or parishes. In a summer program, provision must be made for the follow-up of cases. These cases could be referred to appropriate sections of the CCD or to Legion praesidia existing in the particular area. If neither agency is available, some other means should be sought. This might present occasion for establishing a new praesidium in a nearby parish.

Ideal Catholic Action

Participating in the program described here were 72 Sisters representing five different religious communities having schools and hospitals in ten states and sixteen dioceses. The implications of similar programs in every Catholic college in the country are tremendous not only for their training value, but for their immediate benefits to souls. What project or activity could be more beneficial to the Church than adequately preparing religious teachers to produce trained apostles, burning with the desire to bring Christ to souls and souls to Christ through Mary? And how better prepare themselves to fulfill the strong directives of Pope Pius XI: "Religious of both sexes will render signal service to the Church . . . by preparing for Catholic Action from their tenderest age the boys and girls whom they educate in their institutions, and particularly in the schools and colleges for boys and girls which are in great part under their direction; first, by developing in them an apostolic sense and then by directing them toward works of Catholic Action. Where the latter do not yet exist, these religious will themselves set them up. It may be said that there is no time better than the years of study, and no place more suitable than schools and colleges, for the initiation of youth to Catholic Action."²

The Kerygma

■ The teacher of religion should be familiar with the latest developments in catechetics not only in the field of methods but also of content. To the rich category of content belongs the Kerygmatic approach, also variously known as the Kerygmatic renewal or synthesis. The Kerygma, or message, was that first announcement of Christ's teaching to unbelievers by the Apostles; it was the Good News of salvation that was preached with joy and witnessed even to the shedding of their blood. The original nucleus of the Christian message, the mystery of Christ, is found in the writings of St. Paul and in the sermons recounted in the Acts of the Apostles. It contained the essentials of the story of God's dealings with man, of His creative act of love, of the mission of Jesus Christ, God's Son, His Mystical Body which is the Church, of the sacraments giving the divine life of grace to men; and finally it summoned men to respond to God's love in terms of loving and loyal obedience to His laws and precepts. The fruit of the Kerygma was exultation and acceptance of the teachings of Christ, especially of the commandment to love one another as brothers in the one communion of worship and prayer.

Teaching of the Apostles

The Kerygma or nucleus of the doctrinal teaching of the Apostles afterwards developed into the religious instruction or catechesis that was imparted to converts in the early Church. The Kerygma entered into and informed this early Christian catechesis of doctrine and moral precept with Christ as the center and focal point of the teaching. The Kerygma, therefore, is the heart of the first Christian catechesis. The body of essential truths, unified and harmoniously centered round

¹Suenens, Bishop L. J., *The Gospel to Every Creature*, p. 115 (Burns & Oates: London, 1956).

²A.A.S., Vol. XXVIII, No. 5, p. 159.

³From Preface, *The Confraternity Teacher's Guide* (Milwaukee: The Bruce Publishing Co., 1960).

Grand Catechetical Method*

By Rev. Joseph B. Collins, S.S.

the Person and teachings of Christ, is the Kerygmatic synthesis. The Kerygmatic renewal is that re-awakening of interest in the Kerygma of the early Church to the end that it animate and vitalize the content of religious instruction of the present day.

The Good News

The catechetical implications of the Kerygma have been developed in post-war Germany,¹ where the Munich or Psychological Method began. It has been taken up by writers in other countries of Europe and, to a certain extent, also here in America. As with the Munich Method, which first applied psychological principles of teaching and learning by means of a formal five-step procedure to catechetical instruction, so also in the field of content, the Kerygmatic renewal brings new and vital emphasis on the unity and interrelationship of the basic elements of our Faith. To restore the Kerygma to its full power and clarity into one single message proclaiming with joy and love the beauty and promise of the Kingdom of God is the task of the Kerygmatic renewal. Its chief aim is to present the truths of Faith as an organic whole. The core is the Good News of our redemption in Christ. Its fruit should be our grateful and loving response to God's loving call.

The Kerygmatic renewal, moreover, has overtones which extend into theology in the meaning that the body of Christian doctrine, the catechesis, is concise and simplified theology; the essential theological truths freed from dry as dust formulas are unified and presented to others in a form that accords with the joyful proclamation of the mystery of Christ, of the wonderful promise of the kingdom of God. One is reminded of the division of the

Summa Theologica of St. Thomas Aquinas, which he announced:

"Since the chief aim of this sacred science is to give a knowledge of God, not only as He is in Himself but also as He is the Beginning of all things and the End of all, especially of rational creatures—we shall treat first of God, second, of the advance of rational creatures towards God, and third, of Christ, who as Man is the Way by which we tend to God."

Thus, the Kerygmatic synthesis offers the teacher the story of salvation replete with its own inner dynamism.

The Kerygmatic synthesis is not Christian doctrine nor the catechism—taken as a body of truths and precepts systematically arranged and logically distributed over the whole field of belief and practice—rather it selects from the material of Christian doctrine, places certain central truths in the foreground, and interrelates and enweaves the other truths round the Person and teaching of Christ. Catechetical content, then, will correspond with God's manner of revealing truth: by way of His divine Son and through His Church, which is Christ living and teaching in the world. Our Lord's life and His Gospel are essential and central parts of the message as they are the focal points of human history; to Christ the Old Testament points, and to Him all subsequent truths owe their origin. This precisely is the Kerygmatic synthesis. It is Christocentric, but God-centered also, particularly in the matter of the early part of the Creed; and to avoid overemphasis on the former, one must remember the theological principle which appropriates especially to one Divine Person perfections and exterior works which are common to all Three.

A Joyful Response

In the light of this nucleus of Christian truth all other truths must be viewed, presented, and made fruitful for Christian living. With this end in

mind, the teacher will arrange his text, whether it be the catechism for pupils in the elementary school or a textbook or manual for secondary school and college students, so that its subject matter will conform to the Kerygmatic synthesis for fuller understanding and practical application. The familiar formulas of the Faith: Creed, Sacraments, Commandments, and Prayer (as found in the Catechism of the Council of Trent and followed in all subsequent catechisms) will be seen not as separate units but as interrelated elements forming a whole that is centered round the Kerygmatic core of truths. The Commandments, for example, will be considered as applications of the twofold law of love. To this divine love-call Christian morality will be seen as a joyful response.

The overall motivation of the Christian will come from his understanding of the Faith, not as a series of do's and don'ts, but as a loving service in return for all the great gifts which divine love showers down upon mankind. Jungmann lucidly explains the Kerygma as a two-way relationship between God and man: God summons man, and man responds through Christ our Lord.²

What, Not How, to Teach

From the above summary of the Kerygmatic synthesis, it can be seen that it is not a method; method is its handmaid. Method is a formal teaching procedure; it embraces the classroom manner of presenting the Kerygmatic synthesis or content. Method incorporates the five-step plan as embodied in the Munich Method and expanded in the Integrated Activity Method, or in any of the other procedures that employ the basic psychological steps of learning and teaching. The Kerygmatic renewal is concerned more with what to teach than how it is taught. Method serves the Kerygmatic content or catechesis best when all the normal steps are penetrated and united into a whole by the Kerygmatic approach. Goldbrunner explains that the teacher should apply the formal methodology: preparation, presentation, explanation, application, and synthesis or summary, together with the pupil activities, to the Kerygmatic content with all that it implies.³

² Joseph A. Jungmann, "Theology and Kerygmatic Teaching," *Lumen Vitae*, Apr.-Sept., 1950, p. 260.

³ Joseph Goldbrunner, *Method as a Handmaid of the Message*, Unpublished Address at International Study Week of Mission Catechetics, Eichstaett, July 21-28, 1960.

*See especially Joseph A. Jungmann, *Handing on the Faith* (New York: Herder and Herder, 1959), pp. 36, 387-388, 398-405.

Importance of Scripture and Liturgy

The Kerygmatic renewal rightly stresses the importance of the Bible and liturgy, not only as a means of teaching Christian doctrine, but also of illustrating and enshrining its abstract and essential truths and precepts. A lesson plan without reference to the Word of God, always couched in story or in enlightening words of praise or warning, is catechetically inadequate. Hence the teacher will build, clarify, and energize his instructions through and around the Scriptures and the living worship of God, which is the liturgy. Recent studies in the field of biblical research and interpretation give new impetus and interest to the educative value of the Scriptures, and the liturgical revival brings us back to times past when the liturgy was the chief, and at times, the sole source of Christian teaching for the people. Herein lies one of the essential contributions of the Kerygmatic renewal, one that is in keeping with the tradition of the Church. Thus, for instance, in explaining the new forms of ecclesiastical architecture, Cardinal Lercaro said, "The spirit and liturgical function of the early Christian basilica must endure, but in a living state. God is the God of the living, not of the dead."⁴

An Old and a New Approach

There is much that is old and new in the Kerygmatic approach in catechetical education. It has its roots deep in the teaching of St. Augustine's treatise, *De Rudibus Catechizandis*, wherein the Doctor of the Church explained to a budding catechist what and how he must teach. The chief events in Bible history must be told as they prepare for the coming of the Saviour; the life and teaching of Christ, the foundation of His Church with its history up to the present time, must furnish the materials for doctrine and moral instruction. The story of God's dealing with mankind, then, with Christ as its center, is the heart of the catechesis, according to the Saint, and His love will permeate all that is taught. "Christ came," declared Augustine, "chiefly in order that man might learn how much God loves him and that he might begin to glow with love of Him by whom he was first loved. With this love then set before you as an end, you may refer to it all that you say."⁵

So, too, the Kerygmatic teaching in-

sists on presenting the great truths of salvation, not as separate and disconnected bits of theology, but as seen in the whole scheme of divine revelation; the way that God Himself has devised. These truths will be more easily explained and more efficiently put into practical living. Similarly, Augustine laid down a threefold procedure in teaching: the *narration* of biblical and historical events, the *explanation* of the doctrines therein contained, and the *exhortation* or application to life and conduct. Even in teaching the Commandments, according to the Kerygmatic renewal, the laws of God are the joyful proofs of loving co-operation with the will of a loving God. St. Augustine put it this way: "Through the love poured forth in your hearts by the Holy Spirit, you will be able to fulfill the law, not as a burdensome thing, but even with delight."⁶

The return to the nucleus of the Christian message, the Kerygmatic synthesis, was sounded by the late Msgr. Cooper many years ago:

"The major stress should be put on the great central motivating Catholic dogmas, and the minor dogmas should be grouped with this in view. Thus, for instance, the dogmatic cycle or cluster relating to the Redemption. We have therein the simple nuclear heart of the dogma, namely, that God so loved us as to become man and die for us. This nuclear truth is explained and enriched in content and vividness by the organically related truths concerning original sin and the fall, actual sin, the preparation for and the birth of the Savior, the life and personality of Christ, the circumstances of His passion and death."⁷ The Kerygmatic renewal of the cat-

⁴ *Ibid.*, chap. 23, 41.

⁵ John M. Cooper, *The Content of the Advanced Religion Course* (Washington, D. C.: The Catholic Education Press, 1924), p. 31.

Courtesy

All day long we come and go,
One by one or row by row.
To the right we always stay
Whether we walk, run, or play.
Around and behind a person we
pass,
If that's not possible,
A pardon we ask.

— Sister Marie Vianney, O.P.
SS. Peter and Paul School
Saginaw, Mich.

echetical triad — Bible, liturgy, catechism — as the materials of our catechesis re-emphasizes and re-affirms what has long been the practice of trained teachers. The *Confraternity Manuals* for use of teachers for the individual grades of the school of religion, for instance, have, since their inception a quarter of a century ago, based their lesson plans and outlines on the Bible and liturgy, and have offered appropriate suggestions for carry-over into actual life.

The return to the nucleus of the Christian message preached by the Apostles is now presented in a novel and attractive form. Increased emphasis on the descending chain of revealed doctrine — God, Christ, the Church, divine life through the sacraments, and the ascent of the Christian to union with God through loving adherence to His precepts — highlight the joyful nature of the divine plan of our salvation. Kerygmatic teaching presupposes a psychological methodology based on the natural way we learn and consequently must teach. This reaffirmation of good pedagogical principles is a welcome improvement on the analytical explanation of the text now buried, we hope, in the past.

Use Suitable Textbooks

The Kerygmatic renewal or synthesis, therefore, envisions a united, interrelated, and energizing catechesis. It needs free and full access to any and all catechetical texts. It offers the teacher basic principles to arrange or to rearrange if needful the material that he is using whether it be from a question-and-answer catechism such as the French, English, or Baltimore texts or from a text of the expository or narrative type such as the German catechism, or one of the many expanded explanatory texts containing the pertinent questions and answers of the Revised Baltimore Catechism. The bare question and answer catechism should never be placed in the hands of the pupils; rather use should be made of the graded pupils' books amply illustrated and supplemented with material from the Bible and liturgy, including exercises for assimilation and pupil response for Christian living.

Teachers' manuals which correlate their material with the textual content of the catechism, such as the *Confraternity Manuals* or other similar books used in the Catholic schools and in the Confraternity program are taking on more and more the Kerygmatic ap-

⁶ Address at Congress of Sacred Architecture, Rome, 1955.

⁷ *De Rudibus Catechizandis*, chap. 4, 8.

Here Was a Teacher!

proach. Teachers and writers of catechetical textual material are free to embody the principles of the Kerygmatic renewal in an attempt to unify the basic doctrines of the catechism text. In this way progress is achieved and new and fresh catechetical literature will appear adapted to local and national levels. Suffice it to recall that the pupil activities were added to the original Munich Method only after its full acceptance in the classroom. The catechism text must furnish the basis for the Kerygmatic renewal. Consequently the catechism text must be kept up to date in order to supply textbook writers with the latest developments, modifications, and additions for their books designed for both teacher and pupil. This is true of the Revised Baltimore Catechism which has from time to time incorporated disciplinary and other changes as they emanated from the Church's *magisterium*. New material to a significant extent is now being prepared for inclusion in the text. We must not, however, over-emphasize the place of the catechism to the detriment of the vital role of a well trained and Christ-like teacher.

Use Teaching Aids

A new catechetical movement has been initiated by the Kerygmatic renewal the nature of which is being studied and precisely determined at the present time. It is a development which accords with the needs of our time: when vast numbers of souls are still to be reached with the message of Christ and other multitudes of once-Christian people are to be re-visited with the truths of salvation. We are witnessing in our own country an intensification of catechetical training for our teachers of religion, spiritual formation is demanded; there is an unprecedented production of texts for teacher and pupil; the use of the latest educational techniques and visual devices are available. Even the use of open-and closed-circuit television for teaching religion in home and classroom is now on the planning stage.

Restore Christian Living

And yet nationwide surveys periodically reveal startling statistics of religious illiteracy, of fallen-away Catholics whose defection is attributed to what St. Pius X called "the prevailing ignorance of divine things." The home and the pulpit must share with the schools the responsibility for these conditions. Religious instruction must be

She taught.

She spoke a fact
About the mountain's windward
side
And why 'twas such.
Yet his curious mind did ask
A further "Why?"
She led him — guided him
Through books that told him
How the mountains came to be,
Their structure, climate of
The land surrounding —
Even glaciers played their part.

She taught.

A casual remark
About the autumn trees;
The artistry of God
Was showing forth again
Said she.
His mind stood back in awe,
And gulp he did.
"Behold the wonder of it all."
His mind began to circle, then,
Around the earth and heaven.
Found he "wonderings" infinite.

She taught.

"What if . . ." began her question.
Imagination rampant ran
Through memory's streets of old
And found itself
In new surroundings.
Again, she led him.
A whole fresh world of fantasy
Came forth,
While healthy mind
Did mold new situations.

She taught.

She did not ask, "What is it?"

When art work had its show.
Instead, "Tell me your story."
'Twas good she had not
Let her thoughts slip out,
For what appeared to her as
"blackish rocks"
Was in reality his daddy's suit,
And how his heart would crush
To think his daddy was so hard.
Delight and satisfaction
Drew him on.

She taught.

Maturity —
She did not say the word.
She acted it.
With calm and joy
She took what came
And made the most of it.
Ill temper and impatience
Caused her not to disregard
The person of the child.
Sleepless nights marred not the
glaze
She spread on every day.
He "grew" with her.

She taught.

Blest be the teacher
Lasting is her mark
Upon the future generations.
Better be the world
Because her children
"Saw" it as it was,
And, guided by her hand,
They dreamed of "could be"
things.
Tomorrow's world will see
These things in actuality
Because of her.

She taught.

— Sister M. Francis, O.P.

Our Lady of the Elms Convent
Akron 13, Ohio

deepened, solidified, and made functional for both young and old. As teachers we have not succeeded in instilling into our children and youth sturdy convictions of religious values nor a burning love for Christ as our Lord and Model which can be incorporated effectively and dynamically into daily life. Their vocation of being a Christian, of possessing the God-life through grace is not sufficiently manifest in life-situations. They are not so

motivated that they are willing to respond heroically, if necessary, to live as other-Christians in this temptation-ridden world. We are perhaps evidencing a lack of understanding of how the individual grows in the Christian spirit or how we may remove those factors which interfere with the development of this same spirit. It should be the prayerful endeavor of every teacher of religion to use the Kerygmatic renewal to help in achieving this most worthy goal.

The NCEA Convention Theme

Editorials



WILLIAM H. CONLEY, Ph.D.
Editor

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- JOHN P. TREACY, Ph.D., Dept. of Education, Marquette University, Milwaukee, Wis.

The theme of the fifty-eighth annual convention of the National Catholic Educational Association is "The Objectives of Christian Education in Contemporary Society." At first glance the topic appears trite, but reflection reveals that there are implicit in it the most serious problems confronting our Catholic schools today. The Association's executive board should be commended for its insights into American education and for providing a forum for discussion of the critical issues of the theme.

The unique role of the Christian school in today's world needs to be explored. The results of the explorations need to be publicized so that our colleagues in public schools and our fellow citizens may know the rationale of the Catholic school and its necessity in the future of America. Investigation of areas of common ground between Catholic schools and those conducted by other religious groups should be fruitful in furthering the multiple school system.

Consideration of the theme by Catholic educators offers the possibility of a reassessment of the desirability of Catholic education at all levels. In recent years, there has been an increasing demand for Catholic education while the problems of financing our schools become daily more critical. Some Catholics therefore have questioned the feasibility of providing an educational system from the elementary school through graduate and professional levels. It has been suggested that the early elementary years be eliminated. On the other hand, some have stated that it is neither possible nor necessary to operate Catholic graduate and professional schools. Such proposals require serious thought and discussion about the contemporary mission of Catholic education.

This year's meeting will provide an opportunity for sober thought and deliberation. There will be a re-examination and a restatement of the objectives of Catholic education. These objectives date back to the first organized Christian school and are unchanging. A restatement should

clarify and emphasize them in the language of this age. The analysis will be incomplete however, if it does not include the adaptation of the objectives to our present and future society. It is the role of the educator to adapt the timeless philosophy of education to the contemporary scene.

The Christian school conducted by Origen in the third century had as its objective the development of "the true Christian . . . the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ." The Christian school today has the same objective, but the demands of society, the needs of the individual, and the work of the Church were quite different in the third century.

Adaptation of the objectives of the Christian school to the last decades of the twentieth century requires an understanding of the profound social changes now taking place. The new industrial revolution resulting from automation and nuclear fission, the expansion of knowledge and the contraction of the universe, and the decline of the dignity of the individual are among the forces which are changing society. The probing of these forces and speculation about their impact will lay the foundation for intelligent planning of the future mission of the Christian school.

The problems of contemporary society offer opportunities for moral and intellectual leadership without precedent. The Christian school has a unique role to play because it is committed to objectives which if achieved will provide that leadership. Morality based on religion and intellectual development through the pursuit of total truth are the contribution our schools can make to America's future.

This year's NCEA convention will be watched with particular interest by all of American education. It is dealing with issues which affect not only individuals but the life of the nation.

—WM. H. CONLEY

National Catholic Educational Association

58th ANNUAL CONVENTION and EXPOSITION



Most Rev. JOHN J. WRIGHT, D.D.
Bishop of Pittsburgh
President General of the NCEA
Keynote Speaker

Time: April 4-7, 1961

Place: Atlantic City, N. J.

Theme: "The Objectives of Christian Education
in Contemporary Society"

● Convention Hall, Atlantic City, is a familiar site to NCEA convention goers, but this year they will be pleased with its new look, the result of a \$3½ million facelifting. Since the 1959 NCEA Convention, the meeting rooms have been decorated, modern escalators installed, and the main entrance facade and lobby completely remodeled.

The NCEA Convention will open with a Pontifical High Mass at St. Nicholas Church, 9:30 a.m., Tuesday, April 4. At 11 a.m., the Opening General Meeting is scheduled at Convention Hall. Keynote speaker is this year's President General of the NCEA, Bishop John J. Wright of Pittsburgh.

The convention will be held under the patronage of His Excellency, the Most Rev. Archbishop Celestine J. Damiano, D.D., newly appointed Bishop of Camden.

Superintendent of schools for the Camden Diocese, Rt. Rev. Msgr. Charles P. McGarry is general convention chairman.

Arrangements have been made to provide visiting priests with 77 altars at various churches and hotels in the area. On Wednesday at the Shelburne Hotel, delegates will have the rare privilege of receiving Holy Communion under both species at a special dialogue Mass in the Byzantine Rite.

A most extensive exhibition of school equipment and supplies will occupy the main floor of Convention Hall. This year more than 415 exhibitors will display their products. On Friday morning, the Radio Corp. of America will demonstrate the operation of a language laboratory. Foreign language instruction and the electronic lab techniques will be the subject of several discussions.

CONVENTION INFORMATION

Atlantic City Convention Committee

Honorary Chairman: Most Rev. Celestine J. Damiano
General Chairman: Rt. Rev. Msgr. Charles P. McGarry
Committee Members: Rt. Rev. Msgr. Joseph B. McIntyre, Rt. Rev. Msgr. James C. Foley, Very Rev. John J. McMenamin, O.S.A., Rev. John J. Clark.

Hotel Reservations

Requests for hotel reservations should be addressed to the NCEA Housing Bureau, 16 Central Pier, Atlantic City, N. J. Please request accommodations for two or more persons wherever possible.

Arrangements for Mass

Priests may make arrangements to say Mass in the Shelburne, Chalfonte-Haddon Hall, Claridge, Dennis, and Marlborough-Blenheim Hotels, as well as in the Atlantic City parish churches. The altars will be available to priests wishing to say Mass from 6:30 a.m. to 8:30 a.m., Tuesday through Friday. Each priest attending the convention is asked to bring with him an

amice and purificator. Delegates wishing to attend Mass may do so at local parish churches (St. Nicholas and Our Lady Star of the Sea are convenient to boardwalk hotels). As a special convenience to our delegates, Mass will be offered also in the Grand Ballroom of the Shelburne Hotel every morning, Tuesday through Friday, at 6:30 a.m. and 7:30 a.m. On Wednesday, April 5, the 7:30 a.m. Mass at the Shelburne will be a special Dialogue Pontifical Mass in the Byzantine Rite.

Meetings

All meetings, except where stated otherwise in the final program, will be held in the Convention Hall.

Convention Headquarters, Pressroom

Convention Headquarters will be located in Room 8, Second Floor, Convention Hall. The Pressroom will be located in Room 9, Second Floor, Convention Hall.

Luncheon

Luncheon will be available at nominal cost in the Convention Hall.

Registration and Exhibits

Please register at the Registration Desk in the foyer of the Convention Hall. The Exhibits will be set up on the Main Floor of Convention Hall.

Exhibit and Registration Hours

Tuesday, Apr. 4—9 a.m. to 5 p.m.
Wednesday, Apr. 5—9 a.m. to 5 p.m.
Thursday, Apr. 6—9 a.m. to 5 p.m.
Friday, Apr. 7—9 a.m. to 12 noon.

Other Organizations

Other organizations meeting in conjunction with the NCEA this year include the Catholic Audio-Visual Educators' Association, Catholic Business Education Association, Jesuit Educational Association, National Catholic Adult Education Commission, National Catholic Kindergarten Association and the Byzantine Rite Teachers' Institute, Archeparchy of Philadelphia.

Inquiries

Information in regard to the Convention may be secured from the office of the Executive Secretary of the National Catholic Educational Association, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

GENERAL SESSIONS

Tuesday, April 4

Pontifical Mass — 9:30 a.m., St. Nicholas Church. Most Rev. Celestine J. Damiano, Celebrant. Sermon by Archbishop Damiano.

Opening General Meeting — 11:00 a.m., Ballroom, Convention Hall. Words of Greeting by Archbishop Damiano. Keynote Address by Most Rev. John J. Wright.

Formal Opening of Exhibits — 2:00 p.m., Main Floor, Convention Hall.

Wednesday, April 5

Pontifical Mass in the Byzantine rite — 7:30 a.m., Grand Ballroom, Shelburne Hotel.

Friday, April 7

Final General Meeting — 9:30 a.m., Ballroom, Convention Hall.

Closing Departmental Meetings — 10:30 a.m., Convention Hall.

12:30 p.m. Joint luncheon with Major Seminary Department. Speaker: Most Rev. John J. Wright.

2:00-4:00 p.m. "Public Relations for the Seminary," Mr. Charles A. Brecht, Vice-President, The John Price Jones Co., New York, N. Y. Discussion leaders to be announced.

Friday, April 7

10:30 a.m.-Noon. "The Language Laboratory," Demonstration by Radio Corporation of America. Discussion leaders to be announced.

COLLEGE & UNIVERSITY DEPT.

Meeting at Chalfonte-Haddon Hall.

Tuesday, April 4

2:30-4:30 p.m. General Session. Theme: "The Objectives of Christian Higher Education for Contemporary Society," "A Restatement of the Objectives of Christian Higher Education," Very Rev. Theodore M. Hesburgh, C.S.C., President, University of Notre Dame, Notre Dame, Ind. "The Forces of Contemporary Society Which Affect Higher Education," Mr. David Reisman, Henry Ford II Professor of Social Science, Harvard University, Cambridge, Mass.

Wednesday, April 5

10:00 a.m.-Noon. Discussion Sessions. General Theme: "The Place of Colleges and Universities in the World of Tomorrow."

Group 1 — "The International Character of Contemporary Society" — Analyst: To be announced.

Group 2 — "The Contemporary Political World" — Analyst: Brother Jarlath Robert, F.S.C., professor of history, St. Mary's College, Winona, Minn.

Group 3 — "The Picture of the Contemporary Business World" — Analyst: Dr. Blaise J. Opulente, assistant to the dean, college of liberal arts and sciences, St. John's University, Jamaica, N. Y.

10:00 a.m.-Noon. Problems Clinic for New Presidents. Co-chairmen: Very Rev. Paul C. Reinert, S.J., President, St. Louis University, St. Louis, Mo.; Very Rev. Robert J. Slavin, O.P., President, Providence College, Providence, R. I.

2:00-4:00 p.m. Discussion sessions. Group 4 — "Contemporary Demands for the Lay Apostolate" — Analyst: Dr. C. Joseph Nuesse, Dean, School of Social Science, The Catholic University of America, Washington, D. C.

Group 5 — "The Contemporary World of Learning: Intellectual and Scholarly Careers" — Analyst: Rev. Benedict W. Ashley, O.P., St. Xavier College for Women, Chicago, Ill.

THE PRELIMINARY PROGRAM

MAJOR SEMINARY DEPT.

Tuesday, April 4

2:30-4:00 p.m.

Wednesday, April 5

10:00 a.m.-Noon.

2:00-4:00 p.m. Time reserved for visiting exhibits.

Thursday, April 6

10:00 a.m.-Noon. Joint meeting with Minor Seminary Department. Report of Regional Meetings, Rt. Rev. Msgr. Frank Schneider, Rector, St. Francis Seminary, Milwaukee, Wis.

12:30 p.m. Joint luncheon with Minor Seminary Department. Speaker: Most Rev. John J. Wright.

2:00-4:00 p.m.

Friday, April 7

10:30 a.m.-Noon. Topics and Speakers: "Sociology and the Pastoral Year," Rev. Frank Sullivan, C.P.P.S., St. Charles Seminary, Carthage, Ohio. "Development of Dogma as a Framework for the Teaching of Theology," Rev. John McQuade, S.M., Rector, Notre Dame Seminary, New Orleans, La. "Methodology: The Art of Philosophic Procedure," Rev. William H. Kane, O.P., Dominican House of Studies, River Forest, Ill. "Maturity in the Major Seminarian," Rev. Robert F. Coerver, C.M., Vice-Rector, Kenrick Seminary,

St. Louis, Mo. "Accreditation of the Theological Program," Very Rev. Maur Burbach, O.S.B., Rector, Immaculate Conception Seminary, Conception, Mo.

MINOR SEMINARY DEPT.

Tuesday, April 4

2:30-4:30 p.m. "The New Approach in Teaching Mathematics," Rev. George Weber, C.M., St. Louis Preparatory Seminary, St. Louis, Mo. "The New Approach in Teaching Physics," Rev. Richard John, O.S.C., Crosier Seminary, Onamia, Minn.

Wednesday, April 5

10:00 a.m.-Noon. "Aiding the Gifted Student," Rev. Thomas R. Fitzgerald, S.J., Dean of Studies, Novitiate of St. Isaac Jogues, Wernersville, Pa. Discussion leaders to be announced.

2:00-4:00 p.m. Joint meeting with Vocation Section. "Subconscious Factors Motivating Against a Religious Vocation," Rev. Godfrey Poage, C.P., Passionist Fathers, Chicago, Ill.

Thursday, April 6

10:00 a.m.-Noon. Joint meeting with Major Seminary Department. Report of Regional Meetings, Rt. Rev. Msgr. Frank Schneider, Rector, St. Francis Seminary, Milwaukee, Wis.



Convention Hall, Atlantic City, has undergone a \$3½ million facelifting since the 1959 NCEA Convention. It will be the scene of most of the 1961 NCEA meetings and of an extensive exhibition of school equipment.

HOSTS OF THE NCEA CONVENTION ARE—



**Most Rev. Archbishop
CELESTINE J. DAMIANO**
Bishop of Camden



**Rt. Rev. Monsignor
CHARLES P. MCGARRY**
Supt. of Schools, Camden
Convention Chairman



**Rt. Rev. Monsignor
FREDERICK G. HOCHWALT**
Executive Secretary of the NCEA

Group 6—"Communications in Contemporary Society"—Analyst: Sister Mary Hilary, C.P.P.S., President, Sacred Heart College, Wichita, Kans.

2:00-4:00 p.m. Sister Formation Section (Closed meeting. Admission by ticket and invitation only.) Theme: "Organization and Administration of Small Sisters' Colleges." General Chairman: Sister Catherine, D.C., National Chairman, Sister Formation Conference, Normandy, Mo. Program Chairman: Sister Elizabeth Ann, I.H.M., chairman, graduate school of education, Immaculate Heart College, Los Angeles, Calif. Panelists: To be announced.

Thursday, April 6

10:00 a.m.-Noon—Time reserved for visiting exhibits.

10:00 a.m.-Noon—Sister Formation Section (Closed meeting for major superiors and college presidents. Admission by ticket and invitation only.) Theme: "Planks of Personnel Policy as Formulated at 1960 NCEA Convention." General Chairman: Sister Catherine, D.C., National Chairman, Sister Formation Conference, Normandy, Mo. Speakers: Rev. John A. Fitterer, S.J., Seattle University, Seattle, Wash.; Mr. Francis C. Pray, Council for Financial Aid to Education, Inc.; Rev. Mother Regina, I.H.M., Superior General, Sisters of the Immaculate Heart of Mary.

2:00-4:00 p.m. Meeting under the auspices of the Committee on Graduate Study.

2:00-4:00 p.m. Meeting of Section on Teacher Education.

2:00-4:00 p.m. Joint Conference of Registrars and Admissions Officers of the College and University Department with the Secondary School Department. Co-Chairmen: Dr. Catherine Rich, Registrar, The Catholic University of America, Washington, D. C.; Brother E. Anthony, F.S.C., Vice-President, Secondary School Department, Philadelphia, Pa.

Friday, April 7

10:30 a.m.-Noon. General Session. "Reportorial Summary of the College and University Department's Program," Dr. Robert J. Kidera, associate professor of journalism and director of public relations, Marquette University, Milwaukee, Wis. "The College and University Department Faces the Future—A Projective Summary." Rt. Rev. Msgr. Francis J. Lally, editor, *The Pilot*, Boston, Mass.

SCHOOL SUPERINTENDENTS' DEPT.

Thursday, April 6

10:00 a.m.-Noon. Standing Committee meetings.

2:00-4:00 p.m. General Meeting (closed meeting).

7:00 p.m. Dinner meeting.

SECONDARY SCHOOL DEPT.

Tuesday, April 4

2:30-4:30 p.m. Opening meeting. Chairman: Rt. Rev. Msgr. Edmund J. Goebel, superintendent of schools, Archdiocese of Milwaukee, Wis. "The Adaptation of the Catholic Secondary School Curriculum to Contemporary Society," Most Rev. James W. Malone.

Wednesday, April 5

10:00 a.m.-Noon. General meeting. Chairman: Brother Bartholomew, C.F.X., president, Secondary School Department, Newton Highlands, Mass. "The Responsibility of the Catholic Secondary School to Develop Alert Leaders and Conscientious Citizens," Rev. Thomas J. Costello, Superintendent of Schools, Diocese of Syracuse, N. Y. "The Implications of Current Trends in Contemporary Society for Catholic Secondary Schools," Mr. John McAdams, Director, Office of Public Information, Pan American Union, Washington, D. C.

2:00-4:00 p.m. Sectional Meeting on Religion. Chairman: Brother E. Anthony, F.S.C., vice-president, Secondary School Department, Philadelphia, Pa. "Does Catholic High School Education Make Catholics?" Rev. Julian L. Maline, S.J., Regional Director of Education, Detroit Province, Society of Jesus, Detroit, Mich.

2:00-4:00 p.m. Sectional Meeting on Instruction. Chairman: Brother John T. Darby, S.M., supervisor of Marianist schools, Province of Cincinnati, University of Dayton, Dayton, Ohio. Topic: "The Language Laboratory Method for Teaching Foreign Languages." "The Nature and Philosophy of the Language Laboratory Method," Dr. Alfonso Tous, Head of the Modern Language Department, Chaminade High School, Mineola, N. Y. "The Language Laboratory Need Not Be Expensive," Brother Gerald E. Morris, S.M., Head of the Modern Language Department, Most Holy Trinity High School, Brooklyn, N. Y. "Some Thoughts on Language Laboratory Equipment," Brother Cuthbert, C.F.X., Head of the Modern Language Department, Mount St. Joseph High School, Baltimore, Md. "A Teacher Looks at the NDEA Language Institute Program," Sister Jean Patrice, S.L., Head of the Modern Language Department, Holy Trinity High School, Denver, Colo.

2:00-4:00 p.m. Sectional meeting on Administration. Chairman: Rev. Edward J. Kroyak, Cathedral High School, Springfield, Mass. "The Administrator's Direction of In-Service Training," Rev. John F. Sullivan, S.J., principal, St. Ignatius High School, Chicago, Ill. Panelists: Superintendent of Schools, Very Rev. Msgr. Arthur T. Geoghegan, Superintendent of Schools, Dean of Catholic Teachers' College, Providence, R. I.;

Girls' High School, Sister M. Hyacinth, O.S.F., St. Joseph Convent, Milwaukee, Wis.; Boys' High School, Brother Edward Daniel, C.F.X., Principal, St. Xavier High School, Louisville, Ky.; Co-Institutional High School, Rev. Thomas E. Lawton, C.S.C., Principal, Boys' Unit, and Sister Mary St. Edward, S.N.D., Principal, Girls' Unit, Notre Dame High School, Bridgeport, Conn.

Thursday, April 6

10:00 a.m.-Noon. Sectional Meeting on Religion. Chairman: Rev. Joseph C. Hilbert, principal, Lebanon Catholic High School, Lebanon, Pa. "Teaching Sacred Scripture in the Secondary School," Rt. Rev. Msgr. Eugene Kevane, department of education, The Catholic University of America, Washington, D. C.

10:00 a.m.-Noon. Sectional Meeting on Instruction. Chairman: Sister M. Patrice, O.S.F., supervisor of schools, Milwaukee, Wis. "Developing the Articulate Catholic Student," Rev. Francis B. Schulte, Assistant Superintendent of Schools, President, National Catholic Forensic League, Philadelphia, Pa. "Developing the Critical-Minded Catholic Student," Sister St. Agnes, S.S.J., Hallahan High School, Philadelphia, Pa. "Developing the Civic-Minded Catholic Student," George J. Gill, Ph.D., Regis High School, New York, N. Y.

10:00 a.m.-Noon. Sectional Meeting on Administration. Chairman: Rev. Lorenzo K. Reed, S.J., supervisor of secondary schools, New York Province of the Society of Jesus, Fordham University, New York, N. Y. Topic: "The Administrator's Direction of Public Relations."

Panelists: Introduction of the Subject, Brother Dan Sharpe, S.M., principal, Don Bosco High School, Milwaukee, Wis.; Viewpoint of Preparatory Schools, Rev. Gerald R. Sheahan, S.J., principal, St. Louis University High School, St. Louis, Mo.; Viewpoint of Girls' Schools, Sister Alfreda Marie, principal, Academy of St. Catherine, Ventura, Calif.; Viewpoint of Co-Educational Schools, Sister Mary Eugene, S.S.J., principal, Cathedral High School, Springfield, Mass.; Viewpoint of Co-Institutional Schools, Brother Gabriel Bernardine, F.S.C., principal, Boys' Division, Denis J. O'Connell High School, Arlington, Va.; Viewpoint of Boys' Schools, Brother Joseph G. McKenna, F.S.C.H., principal, Catholic Memorial High School, West Roxbury, Mass. *Note:* The aspects to be covered by the panelists are relations of the school with students, parents, alumni, diocesan superintendent, pastors and parishes, elementary school principals and teachers, other high schools, public high schools, colleges, accrediting associations, civic and community organizations, publicity media.

Secondary School Dept. (cont.)

2:00-4:00 p.m. Visit exhibits.

2:00-4:00 p.m. Joint conference of Registrars and Admissions Officers of the College and University Department with the Secondary School Department. Co-Chairmen: Dr. Catherine Rich, registrar, The Catholic University of America, Washington, D. C.; Brother E. Anthony, F.S.C., vice-president, Secondary School Department, Philadelphia, Pa.

Friday, April 7

10:30 a.m.-Noon. Closing Meeting. Chairman: Brother Bartholomew, C.F.X., president, Secondary School Department, Newton Highlands, Mass. "The Associate Secretary Reports on Catholic Secondary Education," Rev. Richard D. Mulroy, O.Praem., associate secretary for the Secondary School Department, National Catholic Educational Association, Washington, D. C.

ELEMENTARY SCHOOL DEPT.

Tuesday, April 4

2:30-4:30 p.m. Opening meeting. Chairman: Rt. Rev. Msgr. John Paul Haverty, president, Elementary School Department, NCEA, New York, N. Y. Speakers: Rev. Neil G. McCluskey, S.J., dean, school of education, Gonzaga University, Spokane, Wash.; Mr. John Cogley, The Fund for the Republic, Santa Barbara, Calif.

Wednesday, April 5

10:00 a.m.-Noon. Paper on Montessori Education (Whitby School), Mrs. Nancy McCormick Rambusch, headmistress, Whitby School, Greenwich, Conn.

10:00 a.m.-Noon. "Today's Teacher, Today's School, Today's World." Chairman: Very Rev. Msgr. Joseph P. Tuite, superintendent of schools, Archdiocese of Newark, N. J. Speakers: Sister Imeldis, O.S.F., head of the education department, Cardinal Stritch College, Milwaukee, Wis.; Miss Alberta Beeson, diocesan educational consultant, Tucson, Ariz. Interrogators: Sister Marietta, C.D.P., diocesan supervisor, San Antonio, Tex.; Miss Joan Costa, Brooklyn, N. Y.

2:00-4:00 p.m. Time reserved for visiting exhibits.

2:00-4:00 p.m. Supervisors' Meeting. Chairman: Brother Bernard Peter, F.S.C., community supervisor, New York, N. Y. "Lifting the Sights of the Supervisors," Brother Adelbert James, F.S.C., Manhattan College, New York, N. Y.

Thursday, April 6

10:00 a.m.-Noon. "The New Mathematics." Speaker: Rev. Stanley J. Bezuska, S.J., chairman of the department of mathematics, Boston College, Chestnut Hill, Mass. Chairman: Sister Mary Consilia, O.P., Mount St. Mary on the Hudson, Newburgh, N. Y.

10:00 a.m.-Noon. "The Non-Graded School—Fact or Fallacy." Chairman: Very Rev. Msgr. James T. Curtin, superintendent of schools, Archdiocese of St. Louis, Mo. Panel to be announced.

10:00 a.m.-Noon. "The Ongoing FLES Movement." Chairman: Rt. Rev. Msgr. Timothy F. O'Leary, superintendent of schools, Archdiocese of Boston, Mass. Speakers: FLES Film and Commentary, Mme. Anne Slack, "Parlons Français" TV Teacher, Boston, Mass.; Classroom Approach, Sister Marie Roseanne, I.H.M., St. Dorothy's School, Drexel Hill, Pa. Demonstration: Sister Ruth Adelaide, S.C., College of Mt. St. Joseph-on-the-Ohio, Mt. St. Joseph, Ohio.

2:00-4:00 p.m. "Devotion vs. Devotions in Catholic Elementary Schools." Chairman: Rev. John F. McGough, superintendent of schools, Diocese of Bridgeport, Conn. Speakers: Brother Bernard Peter, F.S.C., community supervisor, New York, N. Y.; Rev. Rollins Lambert, assistant pastor, St. Dorothy's Parish, Chicago, Ill.

2:00-4:00 p.m. "The Bible in the Life and Work of the Teacher." Chairman: Very Rev. Msgr. Vincent Horkan, superintendent of schools, Archdiocese of Detroit, Mich. Speaker: Rev. John J. Castellet, S.S., St. John's Provincial Seminary, Plymouth, Mich.

2:00-4:00 p.m. "Religious Education: The Kerygmatic Approach." Chairman: Sister Marie Charles, M.H.S.H., Sacred Heart Convent, Boston, Mass. Speakers: Mother Mary Robert Falls, O.S.U., juniorate mistress, Ursuline House of studies, Washington, D. C.; others to be announced.

Friday, April 7

10:30 a.m.-Noon. Closing Meeting. Debate: "Be It Resolved That the School Day, Exclusive of Lunch Period, Be Not Less than Five and One-half Hours Long." Chairman: Sister Hilda Marie, O.P., community supervisor, Chicago, Ill. Speakers: Affirmative Position, Rev. H. Clinton Teale, superintendent of schools, Diocese of Alexandria, La.; Negative Position, Sister M. Teresa Francis, B.V.M., community board of education, Dubuque, Iowa. Debate: "Be It Resolved That Report Cards Be Abandoned in Favor of Three Parent-Teacher Conferences Annually." Chairman: Sister M. Francis de Sales, H.H.M., diocesan supervisor, Cleveland, Ohio. Speakers: Affirmative Position, Sister Mary Alphonsus, S.C., Immaculate Heart of Mary School, Scarsdale, N. Y.; Negative Position, speaker to be announced.

SPECIAL EDUCATION DEPT.

Tuesday, April 4

2:30-4:30 p.m.

Wednesday, April 5

10:00 a.m.-Noon and 2:00-4:00 p.m.

Thursday, April 6

10:00 a.m.-Noon. Time reserved for visiting exhibits.

2:00-4:00 p.m.

Friday, April 7

10:30 a.m.-Noon. Topics and Speakers: To be announced. Details will be sent to members of the Special Education Department later. Complete details also in final program, distributed at convention.

VOCATION SECTION

Tuesday, April 4

2:30-4:30 p.m.

Wednesday, April 5

10:00 a.m.-Noon.

2:00-4:00 p.m. Joint Meeting with Minor Seminary Department. "Subconscious Factors Motivating Against a Religious Vocation," Rev. Godfrey Poage, C.P., Passionist Fathers, Chicago, Ill.

Thursday, April 6

10:00 a.m.-Noon. Time reserved for visiting exhibits.

2:00-4:00 p.m.

Friday, April 7

10:30 a.m.-Noon. Topics: "Every Cleric and Every Religious a Recruiter." "Population Explosion—Vocation Response!" "Psychological Problems and Vocation Candidates." "Unified Publishing Effort." "A Primary Objective of Christian Education—Developing a Sense of Vocation." "Communications Media at the Service of the Vocation Apostolate." Speakers: Very Rev. Msgr. William Furlong, Seton Hall University, South Orange, N. J.; Very Rev. Msgr. Martin Christopher, Washington, D. C.; Rev. John J. Walsh, M.M.; Rev. Francis J. Eagan, C.Ss.R., New York, N. Y.; Rev. Myles Colgan, C.C., Chicago, Ill.; Sister Margaret Louise, O.S.J.; St. Joseph College, Brooklyn, N. Y.; Sister M. Ignatius, C.S.J.

NEWMAN CLUB CHAPLAINS SECTION

Tuesday, April 4

2:30-4:00 p.m.

Wednesday, April 5

10:00 a.m.-Noon.
2:00-4:00 p.m.

SPECIAL SESSIONS

National Catholic Adult Education Commission — Meeting at Colony Motel

Thursday, April 6

9:30 a.m. "The Catholic College and University Programs of Adult Education." Report of Survey, Evaluation of Survey, Rt. Rev. Msgr. Francis W. Carney, director, institute of social education, Saint John College, Cleveland, Ohio. Discussion.

2:00 p.m. "The Catholic Social Action Groups." Report of Survey, Evaluation of Survey, Rt. Rev. Msgr. William F. Kelly, director, social action department, Diocese of Brooklyn, N. Y. "Diocesan Programs of Adult Education." Report of Survey, Evaluation of Survey, Mr. Russell Baria, executive director, adult education centers, Archdiocese of Chicago, Ill. Discussions.

7:00 p.m. Dinner Meeting. "Adult Education and the Social Apostolate." Rev. Joseph B. Gremlion, National Catholic Relief Services, National Catholic Welfare Conference.

National Catholic Kindergarten Association — Meeting at Marlborough-Blenheim Hotel

Wednesday, April 5

10:00 a.m. Formal Opening of Eighth Biennial Convention. Chairman: Sister M. Agnes Therese, I.H.M., president, NCKA, Detroit, Mich. Opening Prayer: Rt. Rev. Msgr. William F. McManus, superintendent of schools, Archdiocese of Chicago, Ill., Honorary President, NCKA. Reading of Letters of Greeting: Sister Mary Corinne, C.S.J., Corresponding Secretary, NCKA, Jamaica, N. Y. Opening Address: "The Objectives of Christian Education at the Kindergarten Level," Very Rev. Msgr. John F. Bourke, superintendent of schools, Diocese of Albany, N. Y.

2:00 p.m. Panel on Reading Readiness. Chairman: Mother St. Bernard, O.S.U., Treasurer, NCKA. Panel Members: "The Kindergarten Program — A Readiness Program," Mrs. Milton Young, Yost School, Detroit, Mich.; "Reading Readiness—With Many Children," Sister Mary Hildegard, B.V.M., vice-president, NCKA, Chicago, Ill.; "Reading Readiness—With Few Children," Sister Mary Elizabeth, O.S.F., liaison officer between the NCKA and BIEC, Clinton, Iowa. Floor Discussion. Summarization of Points: Mother St. Bernard, O.S.U.

Thursday, April 6

10:00 a.m. Other Phases of Readiness in the Kindergarten Program. Chairman: Sister Mary Ada, C.S.J., Art Columnist, *National Catholic Kindergarten Review*, Loudonville, N. Y. "Creativeness and Child Growth," Sister M. Killian, Marygrove College, Detroit, Mich.; "Foundations of Self-Control in the Young Child," Miss Frances Vaughan, Brooklyn, N. Y.; "Music Making Before Making Music," Sister Alice Frances, C.S.J., St. Joseph's College, Jamaica, N. Y.; "Early Explorations in Science," Mrs. Ann Bravo, Fordham University, New York, N. Y.

2:00 p.m. Resource Center—in which the speakers of Wednesday afternoon and Thursday morning will exhibit materials and carry on discussions pertinent to their respective fields. Chairman: Sister Margaret Rosaria, president, Newark Unit, NCKA.

Catholic Audio-Visual Educators Association

Tuesday, April 4

2:30-4:30 p.m.

Wednesday, April 5

10:00 a.m.-Noon and 2:00-4:00 p.m.

Thursday, April 6

10:00 a.m.-Noon. Time reserved for visiting exhibits.

2:00-4:00 p.m.

Friday, April 7

10:00 a.m.-Noon.

Delta Epsilon Sigma — Meeting at Chalfonte-Haddon Hall

Wednesday, April 5

7:30 p.m. Business Meeting.

Thursday, April 6

10:00 a.m. General Assembly of Membership.
Panel Discussion: "The Catholic Layman and the Intellectual Life."
12:30 p.m. Luncheon.

Byzantine Rite Teachers' Institute, Archeparchy of Philadelphia

Tuesday, April 4

1:00 p.m. Registration.
2:00-4:00 p.m. First Session. Presiding: Most Rev. Joseph M. Schmondiuk, D.D., Auxiliary Bishop, president, Archeparchial School Council. Chairman: Very Rev. Stephen V. Knapp, Ph.D. "Co-ordinating Byzantine Rite School Program with Local Latin Rite Diocesan School Boards," Very Rev. Msgr. Stephen Chehansky. Question Period.

Wednesday, April 5

7:30 a.m. Pontifical Mass. Grand Ballroom, Shelburne Hotel. Celebrant: To be announced. Assisting Priests: Very Rev. Msgr. Stephen Chehansky, Very Rev. Dmytro Gresko. All Sisters and Lay Teachers of Byzantine Rite participating in the Dialogue Liturgy.

10:00 a.m.-Noon. Second Session. Chairman: Rev. Basil Feddish, Ph.D. "Use of Ukrainian Language Syllabus," Very Rev. Constantine Berdar. Panelists: Sister N. Emelia, O.S.B.M.; Sister M. Marion, S.S.M.I.; Sister M. Rose, S.S.M.I.; Sister M. Bohdonna, O.S.B.M. Open discussion.

2:00-4:00 p.m. Third Session. Chairman: Very Rev. Msgr. Nicholas Babak, Stamford, Conn. "The Byzantine Liturgy and Christian Education," Rev. Lubomyr Husar, Stamford, Conn. Question Period. "The Role of the Lay Teacher in Christian Education," Leo Chirovsky, School of Economics, Seton Hall University, South Orange, N. J. Question Period. Resolutions: Sister M. Daria, O.S.B.M.



A Pontifical High Mass celebrated by the Most Rev. Celestine J. Damiano, Bishop of Camden, will open the NCEA Convention on April 4. It will be offered at St. Nicholas Church, near Convention Hall.

Elementary and Secondary School Consulting Service on NDEA

Wednesday, April 5

9:30 a.m.-4:30 p.m. Room 16, Convention Hall.

Thursday, April 6

9:30 a.m.-4:30 p.m. Room 16, Convention Hall.

Consulting service on the loans program for elementary and secondary schools for the purchase of equipment for the teaching of science, mathematics, and modern foreign languages, under Section 305 of the National Defense Education Act—George C. Decker, Ph.D., Chief, Loans to Schools Section, U. S. Office of Education, Department of Health, Education & Welfare, Washington, D. C.

COMMITTEE & SPECIAL MEETINGS

Monday, April 3

3:00 p.m. National Catholic Bookmen's Association, Meeting—Room 1, Convention Hall.
6:00 p.m. Catholic Educational Exhibitors, Inc., Reception and Banquet—Madison Hotel.

Tuesday, April 4

9:30 a.m. Catholic Educational Exhibitors Inc., Meeting—Room B, Convention Hall.
10:00 a.m. Augustinian Educational Association, Meeting—East Room, Claridge Hotel.
12:30 p.m. Sister Formation Leadership Group, Luncheon—Place to be announced.
1:30 p.m. College and University Department, Committee on Membership—Zodiac A, Chalfonte-Haddon Hall.
2:00 p.m. Executive Committee, School Superintendents' Department—Room 1, Convention Hall.

4:00 p.m. National Catholic Kindergarten Association, Executive, Editorial and Advisory Boards, Meeting—Blenheim Card Room, Marlborough Blenheim Hotel.

4:30 p.m. Executive Committee, College and University Department—Music Room, Chalfonte-Haddon Hall.

4:45 p.m. Executive Committee, Secondary School Department—Room 2, Convention Hall.

4:45 p.m. Executive Committee, Elementary School Department—Room 3, Convention Hall.

4:45 p.m. Executive Committee, Special Education Department—Room 4, Convention Hall.

4:45 p.m. Executive Committee, Vocation Section—Room 5, Convention Hall.

7:00 p.m. General Executive Board, Dinner Meeting—Shelburne Hotel.

8:00 p.m. Notre Dame Educational Association, Meeting—Claridge Hotel.

Evening. Educational Conference of the Religious Sisters of Mercy, Meeting—Chalfonte-Haddon Hall.

Wednesday, April 5

9:30 a.m.-4:30 p.m. Consulting service on the loans program for elementary and secondary schools for the purchase of equipment for the teaching of science, mathematics, and modern foreign languages, under Section 305 of the National Defense Education Act—Room 16, Convention Hall.

11:45 a.m. College and University Department, Nominating Committee—Room 1332, Chalfonte-Haddon Hall.

Noon. Kappa Gamma Pi, Luncheon—Place to be announced.

2:00 p.m. Supervisors' Meeting—Shelburne Hotel.

3:30 p.m. Delta Epsilon Sigma, Executive Committee Meeting—Place to be announced.

4:30 p.m. College and University Department, Executive Meeting of the Committee on Graduate Study—Room 1334, Chalfonte-Haddon Hall.

4:30 p.m. Marist Educational Association, Meeting—East Card Room, Shelburne Hotel.

5:00 p.m. National Consultative Committee, Sister Formation Conference—Place to be announced.

6:00 p.m. Basilian Fathers Educational Assn., Dinner Meeting—Place to be announced.

7:00 p.m. National Catholic Adult Education Commission, Dinner—Place to be announced.

7:30 p.m. Delta Epsilon Sigma, Business Meeting—Chalfonte-Haddon Hall.

8:00 p.m. National Catholic Adult Education Commission, Executive Board Meeting—Place to be announced.

8:00 p.m. Notre Dame Educational Association, Meeting—Claridge Hotel.

Evening. Educational Conference of the Religious Sisters of Mercy, Meeting—Chalfonte-Haddon Hall.

Thursday, April 6

9:30 a.m.-4:30 p.m. Consulting service on the loans program for elementary and secondary schools for the purchase of equipment for the teaching of science, mathematics, and modern foreign languages, under Section 305 of the National Defense Education Act—Room 16, Convention Hall.

10:00 a.m. Delta Epsilon Sigma, Panel Discussion—Chalfonte-Haddon Hall.

12:30 p.m. Major and Minor Seminary Departments, Luncheon—Ocean Dining Room, Claridge Hotel.

12:30 p.m. Delta Epsilon Sigma, Luncheon—Chalfonte-Haddon Hall.

5:00 p.m. Reception for Alumni and Friends of the Catholic University of America—Place to be announced.

6:00 p.m. Dominican Educational Association, Dinner Meeting—Ambassador Hotel.

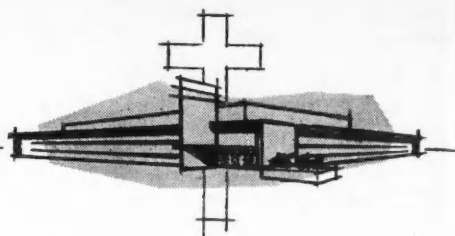
7:00 p.m. Catholic School Superintendents, Dinner Meeting—Shelburne Hotel.

7:00 p.m. National Catholic Adult Education Commission, Dinner Meeting—Colony Motel.

8:00 p.m. Notre Dame Educational Association, Meetings, Claridge Hotel.

Friday, April 7

12:15 p.m. Executive Committee, College and University Department—Music Room, Chalfonte-Haddon Hall.



Teen-agers should know how to cope with

Problems in Family Finance

By Sister Marie Julie, S.N.D.deN.

Trinity Preparatory School, Ilchester, Md.

■ Problems in family and personal finance are increasing in number and size. Since all persons are consumers, a course in family and personal finance should not be regarded as suitable for only a select group of students in the high school. Every student can benefit from such a program of units planned for a two semester course in grade 11 or 12. The major objectives of the course are designed to help students to:

1. Understand the position the young consumers hold in the present business world.
2. Handle money more efficiently.
3. Understand and develop ability to operate a family budget.
4. Understand the various forms of credit and their costs.
5. Develop ability to make wise decisions regarding the use of credit.
6. Buy insurance according to sound plans and definite needs.
7. Use advertising and labels as shopping aids.
8. Understand the value of participating intelligently in family financial planning.
9. Understand the relationship of family security and harmonious family living.
10. Recognize the fact that family integrity and security have a very real relationship with community and national security.
11. Contribute to family experiences in such a manner that Christian ideals, attitudes, and modes of behavior may be preserved and perfected.
12. Increasingly accept responsibilities for positive, mature, adult living.
13. Solve some of the problems of future housing.

Units for a Two-Semester Course

1. Why and How to Build a Budget
2. How to Use the Various Saving Systems
3. How to Buy on Credit and on the Installment Plan
4. How to Borrow Money
5. How to Plan Before Shopping
6. How to Use Advertising, Labels, Buying Guides, Ratings Intelligently
7. What to Know About Insurance: Social, Life, Accident and Health, Property
8. What to Do — Own or Rent a House?
9. How to Protect the Family Through Social Security
10. How to File a Tax Return
11. What to Know About the Law and the Consumer?

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- Donaldson, E. F., *Personal Finance* (New York: Ronald Press, 1956).
- Hanna, Lavone A., *Facing Life's Problems* (New York: Rand McNally Co., 1955).
- Kyrk, Hazel, *The Family in the American Economy* (Chicago: University of Chicago Press, 1953).
- Maclean, Joseph B., *Life Insurance* (New York: McGraw-Hill Co., 1957).
- Putman, Mabel R., *What Every Woman Should Know About Finance* (New York: Scribner's Sons, Inc., 1954).
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If student interest is to exist in the classroom, the course in consumer economics must be made meaningful by relating economic concepts to problems

which are within the students' experience. The pupil must be seeking solutions to specific problems which she considers significant to herself and to society.

The ultimate test of economic competence is whether or not the person is able to reach intelligent decisions, consistent with a set of ethically acceptable values, relative to personal and social economic problems confronting her, and is eager to take action in keeping with her decisions.

PROBLEMS OF FINANCE

Renting and Buying a Home

Allen Johnson, an insurance agent, lives in a small city with his wife, Jean, and two children — Peter, 8, and Margaret, 11. His salary and commissions amount to \$8,500 annually. He has invested in a \$10,000 twenty-year family income life insurance policy. In addition to a sum of about \$300 in a checking account, Mr. Johnson also has \$500 in a savings and loan association. The Johnsons since their marriage have lived in an apartment, rented at \$95 a month.

Mrs. Johnson has become very much interested in the possibility of buying a house. She believes there would be a sense of accomplishment and tremendous satisfaction in owning a home and that the family could have it for less than they pay for rent. She determines to make a study of the costs and advantages of owning a home and develop a plan for buying one. Considering the importance of such a large investment, Allen Johnson is going to make an analysis of the advantages of living in the apartment.

Questions

1. There are advantages to renting and advantages to owning a home; but, of course, the deciding factor in any one case is the individual's own circumstances—his wants and needs and his budget. Considering the Johnsons' situation, list the advantages and disadvantages of renting.

2. What are the advantages and disadvantages of owning a home?

3. In choosing a home, to what extent should the Johnsons consider the following factors: city vs. suburbs for long term living; transportation facilities; distance to work; Nearness to shopping centers, church, school, relatives, friends.

4. Compare the costs of owning and renting living quarters of equal value.

5. Should the Johnsons buy or build a home? Compare the advantages and disadvantages.

6. Since the Johnsons are inexperienced in real estate values and want to know the worth of a particular house, how can they get information whether or not the price being asked for the property is fair?

7. In regard to buying a home, where would the Johnsons get soundest advice concerning the following: down payment; monthly payments; mortgages sources and costs; taxes; insurance; upkeep?

8. Does the home owner have any advantage over the renter in respect to income taxes? Can a person list depreciation on real estate as an expense before arriving at his taxable income?

9. Will the purchase of a home be a good hedge against inflation for the Allen Johnson family?

Bulletin Board Suggestions

"How to Shop for a Mortgage." In the center of the bulletin board the girls can place a picture of an attractive new home, around which illustrations of various financing agencies can be arranged. Brightly colored strings of yarn leading from the picture of the agency to the picture of the house will add appeal to the display and will show the relationship between the two. The girls will indicate on a card the interest rates, terms, and the lending conditions of each agency.

Teaching Aids

Films

Building America's Houses. Encyclopedia Britannica Films.

Where the Heart Is. United States Savings and Loan League.

Readings

"Best Buy: Old or New House?" *United States News and World Report*, March 2, 1956.

Buy or Build a Home. Better Business Bureau.

"Don't Move Until You Read This,"

Good Housekeeping, March, 1957.

Facts You Should Know About Building a Home. Better Business Bureau.

FHA Facts for Home Buyers. Federal Housing Administration.

"How Much House Can You Afford?" *Family Success Book*, published by *Changing Times*.

"How to Make Your Home Fit Your Family," *Better Homes and Gardens*, April, 1956.

"Live in the City or the Suburbs?" *Changing Times*, April, 1958.

The Story of Modern Home Financing. U. S. Savings and Loan League.

Thrift and Home Ownership. U. S. Savings and Loan League.

Your Shelter Dollar. Money Management Series.

Consumer Credit and Borrowing

The Fred Allens are four, with a boy, Henry, and a girl, Irene, in high school. Mr. Allen works as a mechanic. After taxes his income is \$4,250.50. The family budget reveals the following items:

Rent: \$80 a month including operation costs for electricity and telephone.

Food: The largest item approximates \$28 a week.

Clothing: \$450 a year. Mrs. Allen saves by making most of the wearing apparel for herself and daughter.

Medical care: \$200 to cover hospital insurance and dental care.

Savings account: \$200.

The Allens are going to buy new furniture for their living room. They have used credit before and want to buy the furniture on the installment plan. Fred can make a substantial down payment, but, in addition, he needs credit amounting to \$300. He hopes to pay it in ten months.

The store where the Allens plan to buy estimates that the monthly payments will have to be \$33. They consider borrowing the money and paying cash. Fred suggests that they borrow

the money from the bank at 6 per cent and pay back the bank in monthly installments, but Mrs. Allen thinks they could get the money from a small loan company in the neighborhood which offers rates of 2 per cent a month. Another alternative would be to secure the money from the company's credit union, which charges 1 per cent per month on the unpaid balance. As soon as they decide which method to use in paying for the furniture, they plan to have it delivered.

Questions

1. After analyzing the Allens' financial condition, how would you evaluate this venture in installment buying?

2. Examine the different forms and sources of credit used in this problem as to the advantages and disadvantages of each. Indicate the type of people most likely to use each kind of credit.

3. Since the Allens can get credit at any of the places mentioned, what is your advice to them? You will have to find out the difference in cost of the furniture under each of the possible ways suggested. Support your conclusions with annual-rate and dollar-cost figures.

4. List the advantages and disadvantages of using installment credit.

5. In connection with owning the new furniture, what types of satisfaction can the Allens enjoy? Can you measure this value in terms of risk involved in the installment purchase?

Bulletin Board Suggestions

The students may make a survey of clothing stores that emphasize credit purchases and those that emphasize buying for cash.

1. Have the class develop a check list for those making the survey.

Both boys and girls should learn how to solve financial problems that will confront them after graduation.



— Money Management Institute, Household Finance Corp.

2. Report to the class how these stores differ as to cost of goods, as to the services given, and as to price and quality of goods.

3. A committee can construct an interesting "Value Scale" for the bulletin board using the headings: *CASH* and *CREDIT*?

Place on the bulletin board a large picture of a white elephant. The pupils will arrange around it examples taken from magazines and newspapers of poor buys, stories of repossessions of goods.

Teaching Aids

Films

Installment Buying. Coronet.
Credit — Man's Confidence in Man. Modern Talking Picture Service.

Readings

Consumer Credit Facts for You. Better Business Bureau.

Consumer Credit Workbook. Retailers Credit Bureau of New York.

"Did You Know You Were Signing a Contract?" *Changing Times*, December, 1956.

Facts You Should Know About Borrowing. Association of Better Business Bureau.

"How Much Can You Afford?" *Changing Times*, December, 1956.

Using Our Credit Intelligently. National Foundation for Consumer Credit.

What Can Happen . . . When You Buy on Time. Chicago Bar Association.

Life Insurance

Daniel, an accountant for the Condon Frozen Foods Company, is 40 years old and has four dependents. His youngest child is three. Mr. Brown has \$200 in a checking account, \$400 in a savings account, and \$350 in savings bonds. These will be held in reserve to meet family needs and emergencies. Daniel Brown is covered by Social Security and shares in his company's group annuity plan for which his employer pays the full amount.

Recently Brown's brother Richard, an insurance agent, has been trying to talk Daniel into buying a \$10,000 twenty-year family income life insurance policy. Brown believes a limited pay life policy a good buy, but his wife thinks term insurance would best suit their needs. Mrs. Brown has no life insurance.

Questions

1. Daniel Brown's family will probably need greater protection for the next twenty years than they will after that period, since the children then will no longer be dependent on their parents. With this in mind, which of the suggested policies would be most advantageous?

2. Point out to the Brown family the advantages and disadvantages of a term policy. Is the convertible feature of the policy important to Mr. Brown?

3. Analyze Mrs. Brown's life insurance needs and make recommendations. Would Mrs. Brown's age influence the



Wise buyers examine labels.

type and amount of insurance taken out?

4. Suggest to the Browns the necessity of a careful reading of the policy, of noting every detail, even to the smallest print. Which provisions of the contract will need their special attention?

Bulletin Board Suggestions

1. "Insurance Covers These Risks." The pupils can collect colored pictures from magazines of the risks people must face in life and classify them according to whether they involve life, health, or property. These are placed in three columns on the board.

2. "What's In a Policy?" With this caption on the bulletin board, the girls can mount large colored samples of policies with ribbons running from clause titles in the policy to printed display captions. These policies can be obtained from any insurance company.

Teaching Aids

Films

For Some Must Watch. Coronet Films.
Sharing Economic Risks. Institute of Life Insurance.

Filmstrips

How Life Insurance Operates. Institute of Life Insurance.

Life Insurance Dollars at Work. Institute of Life Insurance.

Readings

Be Dollar-Wise. Oxford Book Company.
Blueprint for Tomorrow. Institute of Life Insurance.

"Does It Make Any Sense for a Wife to Carry Life Insurance?" *Good Housekeeping*, February, 1957.

Handbook of Life Insurance. Institute of Life Insurance.

"How Much Life Insurance Do You Need?" *Changing Times*, October, 1957.

How to Buy Life Insurance. Public Affairs Institute.

Moderns Make Money Behave. Institute of Life Insurance.

Health Insurance

Mary, age 25, teaches elementary school in a small city. Her salary is \$4,250 a year. Although Mary is single and has no dependents, she feels her group health insurance plan and Blue

Cross protection are not sufficient coverage.

Now, as part of her health insurance program, Mary Todd is considering a policy which, at an annual premium of \$36.40, will pay her a monthly income of \$100 for five years in case she is disabled by an accident or by illness, or \$100 a month for two years in case sickness prevents her from earning a living.

However, Mary also realizes that she should have hospital expense insurance as part of her program. She learns that she can purchase an individual policy which, for an annual premium of \$34, would pay \$10 a day toward hospital room and board up to five hundred days.

Questions

1. In case she is hospitalized, does Mary need so long a period of coverage? Would it be a wiser plan for Mary to purchase a hospital expense insurance which would give a higher sum per day over a shorter period?

2. Do you think that Mary needs further aid in the form of surgical expense insurance? What does membership in Blue Shield offer on this score?

3. Which of Mary Todd's costs and losses are most important to cover? Has her health insurance program covered all of these?

4. Total the whole cost of these various policies. Do they sum up to the accepted safe 2 to 3 per cent of annual salary considered essential for safety?

Teaching Aids

Films

A Matter of Time. Institute of Life Insurance.

Both Ends of Locust Street. Health Information Foundation.

Filmstrips

Directing Your Dollars. Institute of Life Insurance.

Dollars for Health. Institute of Life Insurance.

Readings

Facts You Should Know About Health Insurance. National Better Business Bureau.

Handbook of Sickness Insurance. National Underwriters Company.

Insurance Protection for the American Public. Health Insurance Institute.

The Extent of Voluntary Health Insurance. Institute of Life Insurance.

"The New Health Insurance." Family Success Book, *Changing Times*.

Your Health Insurance Needs. Health Insurance Institute.

Automobile Insurance

Harry Wagner was driving his brother's car when he skidded into a parked car. Both cars were damaged. Harry's borrowed car had a dented fender and

a bent bumper, but the parked car had \$500 worth of damage. Harry's brother, Jim, carried no insurance, but Harry had a \$25 deductible collision policy on his own car and a \$5,000-\$10,000 bodily injury policy and a \$5,000 property damage policy.

Questions

1. Assuming that Harry is found to be responsible for the accident, will his policy cover the damage to his brother's car? Will it cover the damage to the parked car?
2. If Harry's brother, rather than Harry, had had the two policies, what amount of damage would have been covered?
3. Had there been a personal injury to the man in the parked car, what legal complications could have arisen?
4. If you were the owner of the parked car, would your collision policy do you any good in this case?
5. Why do automobile insurance companies carefully examine car damage and repair estimates before agreeing to pay the costs? How does this help policyholders?

Teaching Aids

Films

Casualty Insurance. Encyclopedia Britannica Films.

Readings

- "Auto Medical Payment Policy," *Casualty and Surety Journal*, January, 1957.
 "That Uninsured Driver," *Changing Times*, December, 1956.
 "What Every Car Owner Should Know," *Reader's Digest*, October, 1957.

Suggested Student Reading List

- Barnes, Margaret Ayer, *Within This Present* (Boston: Houghton Mifflin, 1933).
 Bellamy, Edward, *Looking Backward; 2000-1887* (Boston: Houghton Mifflin, 1926).
 Dahl, Borghild, *Homecoming* (New York: Dutton, 1953).
 Davenport, Marcia G., *The Valley of Decision* (New York: Scribner's, 1942).
 Giles, Janice, *The Enduring Hills* (Philadelphia: Westminster, 1950).
 Golden, Sylvia, *Neighbors Needn't Know* (New York: Macmillan, 1953).
 Holbrook, Stuart, *The Age of the Moguls* (New York: Doubleday Doran, 1953).
 Lane, Rose Wilder, *Let the Hurricane Roar* (New York: Longman's, 1933).
 Lewis, Sinclair, *Babbitt* (New York: Harcourt Brace & Co., 1922).
 Low, Elizabeth, *High Harvest* (New York: Harcourt, 1948).
 Lyon, Jessica, *Bright Gold* (Philadelphia: Macrae, 1953).
 Moore, Ruth, *Jeb Ellis of Candemas Bay* (New York: Morrow, 1952).
 Stolz, Mary, *Ready or Not* (New York: Harper, 1953).
 Tarkington, Booth, *Alice Adams* (New York: Doubleday, 1921).
 Turnbull, Agnes S., *The Day Must Dawn* (New York: Macmillan).
 Walker, Mildred, *Winter Wheat* (New York: Harcourt, Brace & Co., 1944).

Teach English in Every Class

By William J. Bohanan, Jr.

Peabody College, Nashville, Tenn.

■ We all can judge the education of a person by the language he uses and the way he expresses himself. And the individual who lacks these qualities will find it most difficult both in his vocation and personal happiness outside his work. Therefore, we cannot question the importance of helping a student develop skills in reading, spelling, writing, speaking, and listening. But how can we as teachers help to improve these skills?

Many teachers are interested only in the facts or how to do things. I believe that the English course is a foundation for the whole high school curriculum and cannot be divorced from any subject field. As the English teacher teaches the fundamental skills and facts, every other teacher should urge the students to do their best in both written and oral expression. English must be vitalized and therefore must not be taught apart from, but as a part of, daily living. Until every teacher in the school insists upon each pupil's best in his use of grammatical principles, I do not believe that English, as a course, can be a genuine success.

Accuracy in Language

Perhaps the subject teacher cannot see the relationship between his course and English. To him I ask, "What about your written work, your oral reports, your notebooks and outlines? Do your students not have any requirements to meet other than facts in these things? Do you not require them to spell words correctly, to learn the special terminology for each subject, and to make good and meaningful sentences?" Maybe one of our troubles is that we have been doing too much objective teaching and testing. There is a wonderful opportunity for self-expression through the means of essay writing, dramatization, and public speaking in a course in social science. Outside organizations such as the American Legion, DAR, and UDC recognize outstanding work in this field. Have teachers of government or history tried giving their students work in which creative writing and public speaking are used? And aren't all teachers supposed to be reading teachers?

Teach Reading

There is easy reading material available for every subject area, and the librarian's duty is to help each teacher in his subject field. The library is the heart of the school. Surely it is the hub of any school curriculum. The library receives inspiration from the classroom and in turn desires to return inspiration to the classroom. The vocational agriculture teacher can encourage his students to take part in the public speaking contests sponsored by the FFA, and perhaps the material the students prepare could be considered a part of their English work if their teacher will encourage higher grammatical standards in his classes. The art teacher can have her art classes write papers about art and artists and have her pupils talk about the artists and their work. There are many scientific inventions of the early nineteenth century which the science teacher can use to great advantage. The nineteenth century was a century of scientific progress as well as advancement in the arts, social sciences, and literature. Literature will increase the pupil's interest in his other subjects. Speech and formal grammar will help him in his expression, his spelling, and his pronunciation of difficult words.

We must develop a solid foundation in which to build an English program in our schools, and it will take the co-operation of all teachers to make such a program possible.

Teachers Are One Group

The teaching of the language arts is an important part of the total school program, and the school should not depend entirely on the English department to instill in its pupils the right attitude about the value of skill in speaking, reading, writing, spelling, and listening. A school should no longer have a person who teaches English, another who teaches science, another who teaches art, another who teaches agriculture, another who teaches the social studies, and one who keeps the library, but have a group of people, all of whom TEACH. That is how it should be, not only in teaching, but in life. Each must carry his fair share.

Teachers or students can illustrate
the properties of air pressure

Demonstrations of Air Pressure

By Sister Paschal, O.S.B.

College of St. Benedict, St. Joseph, Minn.



■ Atmospheric pressure or air pressure, an ordinary physical phenomenon, is often misunderstood by students. Suction is the incorrect name frequently given to phenomena which really function as they do because of atmospheric pressure. The following is a series of demonstrations—some simple, others more difficult—which, with skillful questioning on the part of the teacher and thoughtful discussion on the part of the class, should convince students that: (1) the atmosphere exerts pressure; (2) air pressure is exerted in all directions; and (3) there is no such thing as suction.

Demonstration 1

Take a medicine dropper or hydrometer syringe, used to test storage batteries, and insert it into a jar of colored water. Remove it. Note that nothing happens. Next squeeze the bulb, insert the dropper into the liquid again, release the bulb, withdraw the dropper, and observe results. Insert the empty dropper a third time, squeeze the bulb, release the bulb, remove the dropper, and again notice results. By means of this simple demonstration one can initiate a discussion on many aspects of air pressure by using questions like these: Why did the dropper remain empty on the first trial? What is the purpose of squeezing the bulb? Why are the final results of squeezing the bulb before it is put in the liquid and after it is in the liquid the same? What can be said about the contents of the bulb after it has been squeezed and has resumed its original shape? What bubbled out of the water when the bulb was squeezed while in the water? What can be concluded about the solubility of air in water?

Demonstration 2

One way to vary this demonstration would be to use an hydrometer syringe and draw up some colored water from a completely filled small-mouthed bottle. Repeat after first squeezing the bulb and then ramming the lower end of the syringe against the mouth of the bottle, thus excluding the atmosphere. Compare the two results.

Demonstration 3

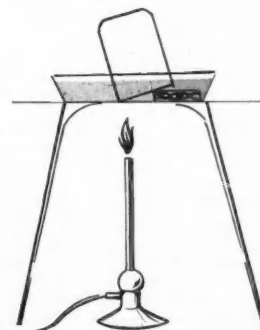
The Magdeburg Hemispheres graphically illustrate the force of air pressure. Once they have been pulled apart by the efforts of several husky boys, it is interesting to calculate the total force needed to separate the hemispheres. This presents the problem of whether or not one would use the surface area of the sphere in calculating the force or the cross-sectional area of the sphere. If Magdeburg Hemispheres are not available a modification of this demonstration can be made by using two plumber's force cups. Wet the rims of the two cups, press them tightly together, and then try to separate them.

Demonstration 4

A single suction cup can also be used to illustrate the pressure of the atmosphere. Wet the bottom of a plumber's force cup and press it against some flat surface such as the top of a stool. Try to lift the stool with this device. Why is this possible? Why doesn't the weight of the stool cause it to fall away from the force cup? A variation of this on a less realistic scale would be to press a small rubber suction cup against the inside of a bell jar. Evacuate the air from the bell jar and discuss the reasons for the results.

Demonstration 5

The following demonstration, requiring simple equipment, illustrates many of the properties of air. The equipment needed is a source of heat (hot plate, Bunsen burner, alcohol burner), a metal container about six inches in diameter and not too deep (a pie pan would do), a glass container the diameter of which is somewhat less than that of the metal container, and a pencil stub. The equipment is assembled as follows: Place the pie pan on a suitable support over the heat source, fill it with water to a depth of about $\frac{3}{4}$ inch for the most satisfactory results, invert the glass container and set it in the water so that a portion of it rests on the pencil stub. Note the quantity of water, if any, that is now present in the glass container.

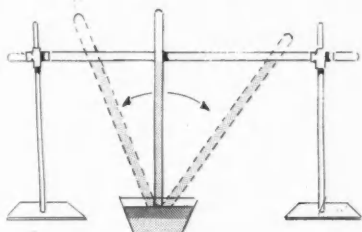


Apply heat to the bottom of the metal pan, and note the changes that occur: the escaping bubbles, and the change in water level in the glass or pan. Continue heating until activity seems to stop or almost stop and remove the heat source. As the system cools, notice any changes in water levels, bubbling, etc. The changes observed in this demonstration during the heating and cooling of the

apparatus offer a fine situation for problem solving and discussion. Points for the students to consider and explain would be: Why are the water levels within and without the glass container different during various stages of the demonstration? What happened to the air inside the glass container? How soluble is air in water? Why is the pencil stub necessary? or Would the same results be obtained if the pencil stub were not used?

Demonstration 6

All science teachers are familiar with the Torricelli tube. One can use this tube to illustrate that air exerts pressure and that air pressure is variable from day to day as well as to calculate the amount of air pressure. Some students get the idea that the mercury level will change if the tube is not vertical. The problem and its solution are easily demonstrated. Using two ring-stands as supports, mount a stick horizontally at the level of the mercury in

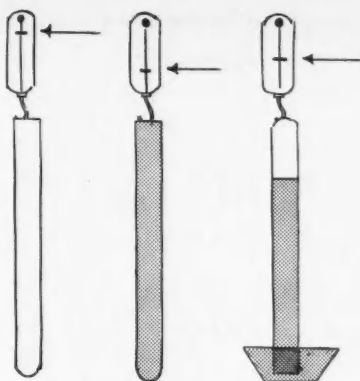


the vertical tube. Now, move the Torricelli tube in all directions from the vertical and note that the mercury level has not changed; it is still level with the meter stick.

The lower end of the barometer tube may be inserted into a 2-hole stopper which fits snugly into the bottle acting as the mercury reservoir. Blowing or sucking on the elbow raises or lowers the mercury level in the tube. The "why" of this problem should be provided by the students. Using a Torricelli tube filled with colored water instead of mercury and repeating the procedure as before provides a variation in results which should add to the value of the discussion.

Demonstration 7

The following is a somewhat challenging problem related to the barome-



ter. Take an empty barometer tube and attach it to a spring scale, noting the weight of the tube. Fill the tube with mercury and again weigh it. Finally construct a barometer, attach the tube to the scale again and record the final weight. Is the atmosphere or the tube holding up the mercury? Why is the final weight much nearer the weight of the filled tube rather than the empty one?

Demonstration 8

A ruler which is rather difficult to break with the hands can be broken easily with the aid of atmospheric pressure and a newspaper. Take a foot ruler or a thin slat of similar dimensions and place it on a table with five inches overhanging the edge. Next place a spread-out sheet of newspaper over the part of the ruler which is on the table. Carefully smooth the paper down so that all air is removed from under the paper; the success of the demonstration depends upon this. Using either a stick or the fist, give the extended end of the ruler a sharp blow. What happens? Why? To show that it is the pressure of the atmosphere on the paper that is responsible for the result, repeat, using a similar ruler with no paper, with the same paper rolled, and with the same paper folded into a smaller area.

Demonstration 9

Secure a pop bottle full of water or uncarbonated beverage and fit it with a one hole stopper containing a glass or plastic straw. If stoppers are not available modeling clay can be packed around the straw to make the bottle air-tight. Challenge a student to drink from the bottle. Why is he unsuccessful? Remove the stopper or clay and use only the straw. Why can the student now drink to his heart's content?

The writer would be happy to share more than 30 other demonstrations on this topic with interested teachers.

NATIONAL MERIT SCHOLARSHIPS

The National Merit Scholarship Corporation's 1960 annual report, released on January 23, 1961, presents an over-all account of the development, accomplishments, and impact on the Merit Program since it was established.

The Corporation was established in 1955 by the Ford Foundation and the Carnegie Corporation. It has been joined by many independent business organizations in an independent, privately supported Merit Program which has become the largest single scholarship undertaking in the history of education.

The 1960 report, *A Pledge to the Future*, summarizes some of the preliminary findings of the Corporation's research studies of the talented students, particularly those who were granted scholarships in schools of their choice in 1956:

Almost 80 per cent of the 461 Merit Scholars who received their degrees in 1960 or before were graduated with academic honors.

More than 60 per cent of the graduates were elected to one or more national academic honor societies.

Almost all graduates were active in extracurricular organizations, and nearly one in five won national or campus honors for student leadership.

Three out of four former Scholars are now enrolled in graduate or professional studies, and nearly eight out of ten of them hold a fellowship or assistantship.

All but 10 of the 555 students in the first class are expected to obtain a college degree.

"These statistics take on added significance," the report says, "when two important considerations are recalled:

"First, these young men and women were selected from a wide variety of family, social, economic, geographical, and educational backgrounds. Second, they chose their own colleges and curricula, and most of them elected to enroll in colleges where competition is keen, and in demanding courses of study."

Of the 555 Merit Scholars who entered college in 1956, 37, or more than 6 per cent, were graduated in less than four years, and 424 received their degrees on schedule.

The scholarships of 17, or 3 per cent, are presently terminated for academic reasons. An additional 15 students withdrew from college for personal, nonacademic reasons. Of the 32 terminations and withdrawals, all but 10 are expected to obtain a college degree.

The remaining 62 students will be late graduates, primarily because they are working on two degrees concurrently, are enrolled in five-year programs, and the like.

Scholarship Programs Multiply

The number of corporations, foundations, associations, and individuals sponsoring Merit Scholarships has grown almost fivefold—from 24 in 1956 to 514 in 1960. The number of scholarships awarded in 1960 by the Merit Corporation was 317, bringing the 1960 total to 831.

Of the 3937 Merit Scholars appointed in the period 1956-60, 1894 have held scholarships financed by sponsors and 2043 have held scholarships financed by National Merit.

The Merit Scholars and their colleges have shared more than \$7,400,000 from sponsors and National Merit during the years 1956-60. Of this amount, sponsors contributed about \$4,800,000.

A dialog for senior high school students patterned after
"The Trial of Socrates" from Plato's "Apology"

"The Trial of Democracy"

By Sister M. Loretta, Ad.PP.S.

Our Lady's House of Study, St. Louis 8, Mo.

PERSONS OF THE DIALOGUE: Democracy and Brienclitus

SCENE: In the Court. [*Democracy speaks forcefully.*]

DEMOCRACY: How you, O Americans, have been taken in by my accusers! They have spoken so persuasively that you find it difficult to know who I actually am. The accusations uttered against me are quite amazing. One in particular I find most unbearable—I mean when they say that the human situation would be much better under another organizational mode than it is under me.

Surely, O citizens, you cannot believe that my accusers speak the truth; but from me you shall hear the whole truth; not, however, delivered in a boastful and self-seeking way. No, indeed, but I shall endeavor to clear away in a short time a slander which has lasted a long time. At my time of life I ought not to be appearing here in court as an offender against the very thing I sought to guarantee. The history of my life since my birth in ancient Greece is open for all to study. My accusers do me a great injustice when they hurl their accusations against me.

BRIENCLITUS: I dare say, Democracy, that some among us wish to probe deeper into these accusations which are brought against you. There must be something strange that you have been doing. All these rumors and this talk about you would never have arisen if you had not given them reason to challenge your worth.

DEMOCRACY: It is not I who am guilty of wrong doing. I have been misinterpreted. My accusers should rather be hurling their accusations against the effigy of me they themselves have built.

BRIENCLITUS: Tell us then, Democracy, who you purport to be and what this effigy is that you say your accusers have mistaken for you.

DEMOCRACY: I am much more than the mere root meaning of my name implies. "Rule by the people" is a narrow definition and limits me simply to a form of government. I am much more than that: I am a way of life. I am not mere voting, nor just the right of the majority to control a minority, nor even the right to unbridled freedom. I am rather a way of life in which every individual has the maximum possible opportunity for the realization of his own potentialities both as an individual and as an active and responsible participant in an organized society.

Implicit in my name is respect for individuals and minorities. Implicit too is the balancing of freedom with responsibility. I do not guarantee freedom merely that men may be free. Freedom is not an end in itself. Rather I intend it to be something that enables man to be or to do something that he could not be or do unless I gave him freedom.

BRIENCLITUS: Do you infer then, Democracy, that only you can best insure this freedom?

DEMOCRACY: I most vehemently infer it. I am the only form of government that can combine law, equality, and justice. I have studied many types of governments and I have come to know that I alone rest on these three principles. I furnish opportunities for the human situation to be superior under me, more than it would be under any other of the organizational modes.

BRIENCLITUS: This is denied by your accusers, Democracy. Can you defend yourself?

DEMOCRACY: Most assuredly. Where I exist (not my effigy) I recognize my true relationship to the members who make up my organization. Fascism and other totalitarian governments have the doctrine that the state is all, and that the individuals comprising it attain their ultimate fulfillment through an entire

surrender to the state.

I, on the other hand, recognize man's eminent dignity as a person. I see in him a person capable of reasoning, willing, and judging. I show that I recognize these qualities by giving him the freedom to obtain the things he wants.

BRIENCLITUS: After giving man freedom, Democracy, what values does he derive from it? What does he want with it?

DEMOCRACY: With this freedom men are able to act as men. They are able to develop their moral and intellectual powers to the fullest. Through me they use their human powers to determine who is to exercise power and within what limits. Here is precisely the error of the dictatorships and all forms of National Socialism. They rest upon the theory that "the state incarnates the divine idea upon earth." Hegel brought forth this new divine right of the state when he identified the state with God. For Fascism the state is absolute and the individuals and groups within the state are simply relative. In this theory the natural rights of the individual human beings disappear. Mussolini maintained that the state creates the rights, while I say that the rights of the state are received from the individuals making up the state. He believed that the state speaks through the majority; therefore, the majority creates rights. Again, I see that in this idea the natural rights of the individual human being disappear. That is why I insist on the correct interpretation of my name. My name, Democracy, must be interpreted as meaning the majority rule with minority rights. Only then are people speaking of me, and not of my effigy. Only then can I be resting on my foundation stones which alone can make me function as a stable government with respect for individual rights on the one hand, and regard for social duties on the other.

BRIENCLITUS: Do you then consider your values so superior, Democracy, that all other values tend to pale by comparison?

DEMOCRACY: That depends upon your idea of the term "value."

BRIENCLITUS: Do you not believe that there is value for the individual if the government through its various representatives fits the individual within its confines into that sphere of life which he is most capable of following? If a person is found to have scientific ability, is it not for the good of the individual that the state puts him in a

position where he can use that ability for his own good as well as for the common good of the state?

DEMOCRACY: When I first began thinking of that method, I thought it wise indeed, but then I recognized in this a great defect which overshadowed its wisdom, and then I knew for a certainty that it is I who am still superior.

BRIENCLITUS: And what was this defect?

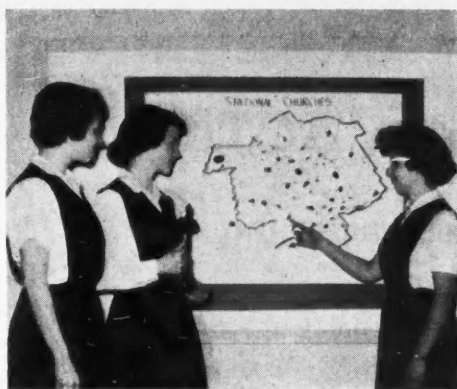
DEMOCRACY: It is the defect of making man less a man. By that I mean that it deprives man of the use of his free will in the matter. Man as a rational being should be left free to determine his own choices. He should be left free to consider the advantages and disadvantages of the various fields open to him and then aspire to the one of his choice—not be militated or manipulated into it by outside force. He should be left free to develop his potentialities both as an individual and as an active participant in society.

BRIENCLITUS: But that is just the point, Democracy. That is what you should do. But your accusers would like to press you further. Do you actually provide these values for ALL who have a claim or a right to them?

DEMOCRACY: Could I exist as a perfect democracy, I would certainly provide all these values for all who have a claim to them, but, alas, I can be only as perfect as my members enable me to be. Because of the imperfection of the individuals who make up my democratic society, I have been able to exist only in the state of imperfection. This imperfect state is not my true self; it is the effigy of me set up by my accusers. I greatly fear that I shall not be able to do away with this imperfect state until education succeeds in liberating the human person from the false conceptions and social prejudices which are eating away like a cancerous growth on the very nature of man. I am greatly weakened and handicapped by this internal conflict that is being so fiercely waged even over basic beliefs.

It is from this internal conflict that I am suffering at present. Because of it I can exist only as an imperfect Democracy until such time as the individuals who comprise me become in themselves more perfect men—reasoning, willing, and judging in accordance with right reason.

And now, O Americans who have accused me, I would fain prophesy to you. If you hand me the death sentence, immediately after my departure there will be awaiting you many more injustices



Relics of the saints and a large map of Rome marked with the stational churches mentioned in the liturgy captured student interest.

Student Participation in Lent

By Sister M. Clare, O.S.B.

Academy of St. Benedict, Madison, Wis.

■ How can a teacher best motivate the present day teen-age student to take an active interest in the liturgy of the Lenten season? This is the question which faced our faculty—and probably many another—last year. One period a week was given to a class in sacred liturgy. Here a study of the Sunday Mass, as well as that of major feast days, led to a discussion of the Mass theme and the spirit of the feast. But with the approach of Lent we realized the need for a special program.

A Daily Procession

Several years ago our Community fell heir to a relic collection.¹ With this treasure at hand it was decided to introduce a daily relic procession. Each day the relic of the patron of the stational church for that day was placed

¹ Father Joseph Tritz, of the Diocese of Davenport, Iowa, devoted his life to the collecting of first class relics. His aim—to complete the full sanctoral year—was nearly fulfilled before his death. He left more than 800 relics, including those of all the more prominent saints.

than you have ever suffered under me. Though apparently some conditions will seem to be improved, the improvements will be determined by causes outside yourselves. You will not be masters of your own wishes. Then there will be more accusers of you than there are of me now. This is the prophecy which I utter before the judge passes his verdict.

The hour of decision has arrived—I to perish or to reign. Which it will be only God knows. In your hands, O Americans, rests my future.

in the assembly room before classes.

A large map of the city of Rome was drawn and mounted on the bulletin board. With the opening of school the station for the day was located and a short report on the significance of that Church set the theme for the procession. The student body then assembled to carry the relic to the chapel in solemn procession. There it was placed on a side altar for veneration throughout the day. The ceremony closed with the entire student body saying the prayer of the Collect for the day.

Lent no longer appeared as an interminable six weeks, but rather, a thrilling succession of events which led to the greatest drama of history—the death of our Savior. Each student was caught up in the spirit which Holy Mother Church expresses in her daily Mass. United with the early Christians in their daily procession from church to church, we soon found there was little need to motivate: the motivation came from the active participation in the liturgical theme of the day.

Other schools may not have such a collection available for their use, but all could introduce the stational church map to their students. With the daily movement from church to church and the new prayer for each day, all students will find enough to encourage a deepening of their desire to enter into the season of Lent with the true Christian spirit. Once they have witnessed the day by day development in the intensity of the Lenten prayers, motivational problems will be at a minimum.

Religion in ACTION

MARCH: THE SPIRIT OF LENT

Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.

■ Christ finds sympathy in the hearts of children when they hear the story of His sufferings and death, but they must be led to compassionate doing for and with Him. Since the teacher's aim during the Lenten season is to help her students see that while Christ's physical sufferings were finished on Calvary, His Sacrifice lives on in the Mass and looks for completion in them, a continuation of the virtue program emphasizing self-denial is suggested with attention given especially to right attitudes toward penance.

Don't Give Up

Sometimes a child begins a good work such as assistance at daily Mass or the "doing without" some pleasurable good. Everything goes well until the day he "breaks" the practice. If he has not been guided as to what to do when this happens, he may drop the good work completely, thinking there is no use to continue. One of the most important lessons a child learns for the good of spiritual and emotional health is that of

"going on" when he has failed.

Self-denial has not one purpose, but several: the child needs to understand that he denies himself what may be good not only to strengthen the will for saying "yes" and "no" at the right times, but as a means of becoming closer to Christ, of showing Him love, and of helping to make up what is wanting to His sufferings. Sometimes children are advised to give up certain foods. Eating what is nutritious, and doing work that has been assigned can be an even better penance than doing without cake, candy, or some otherwise wholesome TV show. Sitting and standing posture may also be spiritualized when the child remembers that Christ kept on even when weary unto death.

Study the Mass

The penance of the Lenten season ties in with the idea of sacrifice, and offers special opportunity for study of the prayers of the principal parts of the Mass. The *Orate, fratres* and the *Per ipsum*, bringing out the idea of our

union not only with the priest but with the Trinity through Christ, are worthy of study for meaning and application, as are the petitions of the Our Father. A review of the origin of the symbol of Christianity can be a challenge to modern youth as well as an incentive toward more careful attention in making the Sign of the Cross.

The Stations of the Cross may be studied especially at this time for inner meaning. Some children find it profitable to take one station each day for their times of reflective prayer, times they choose for themselves such as traveling to and from school, during visits to the Blessed Sacrament, and while waiting to fall asleep. Dramatization and pantomimes reverently done can be an aid to visualization of the various "pictures," as are short, descriptive paragraphs written about favorite stations.

A Daily Message

Teachers have found the Lenten post office an inspiration for their students. A set of simple letters are typed and the child chooses by lot his letter for the day. A sample: "My dear child, I am pleased with the way in which you are trying to share My sufferings. Today would you try to let the other children have their way in the games, and keep still for love of Me when something happens which you do not like? I shall be with you each time you have a chance to do this."

Children respond to ideas such as this and to encouragement to do and be with Christ for His sake what He wishes. The thought of what Jesus wants and what He has suffered can change a child's outlook and habit of action even in times of illness and discomfort. The study of the Mass as the unbloody sacrifice of Christ on the cross can lead to liturgical living in union with Mary in a practical way, that is, the spiritual activity of each of the members offered to Christ our brother, priest, and victim through the hands of Mother Mary becomes part of the contribution of the whole Body and is a spiritual aid to all united with Christ. Thus the simple doing of one's duty for the love of God and in union with Christ's offering of Himself as advocated by Our Lady at Fatima makes all of life more spiritually worthwhile for the young Christian who realizes that in doing what must be done He is fulfilling the will of an all-wise and all-loving God.

A crusade for "Family Union Through Holy Communion."



A Child's Emotional Needs

By Sister M. Wilma, S.C.L.

S.C.L. Motherhouse, Xavier, Kans.

■ A wise teacher of small children has remarked, "Little children entering school for the first time are like young plants being transplanted." Perhaps she had been meditating on the meaning of the word "kindergarten." However, her observation is equally applicable to the critical emotional atmosphere surrounding the child who begins school in the first grade, and, in lessening degree, to second or third grade big brothers and sisters meeting new classroom environments in September.

The emotional attitude with which the six-year-old greets the first day of school has been conditioned long before by parents and older brothers and sisters. Johnny has already made up his mind as to whether he will "like" or "hate" school. He may have even more definite prejudices in regard to learning, as in the case of Joe, who wept bitterly because, "You gotta know how to read and write to go to school, and I don't know how!" or his opposite, Cris, who assured the neighbors long ahead of time, "I'm the smartest kid in the first grade!"

Facing a New World

The emotional stresses of small children are real, and large in proportion to the stature of their small bodies. For many children, this is their first time to remain away from home or familiar surroundings for a considerable period of time without a well-known face to soften the strangeness. All pre-schoolers have been at liberty to come in and go out, to move about freely, to express themselves at will, to satisfy physical needs without a set schedule. In any classroom, and particularly in a group numbering 40 or 50, or even an impossible 60 or 70, these normal child habits must be immediately and definitely subjected to the regimentation necessary in a large group. This is inevitably a hardship to the individual child. A typical reaction is that of the little girl who reported at home in amazed consternation that, "Sister thinks *she's* going to do the talking!"

Besides this ordinary emotional tension common to nearly all primary chil-

dren, there are the intensified problems of the shy child, the overdependent child, the undisciplined child. Each of these have problems which he has brought from home to the school. The child's parents may present him to the teacher in hopeful expectation that she may "do something with him." While it is not the province of the teacher to usurp parental responsibility, yet she controls the emotional climate of her own classroom where this child will spend the majority of his waking hours.

Teacher's Emotions Contagious

The teacher must meet the emotional needs of her pupils from within herself. The child has a need of self-control, which he will learn only from the emotional strength of the teacher. His conquest of fears and temper, his gradual growth in independent learning, his adjustment to the social contacts and disciplinary routine of the school will be taught by the firmness and patience of the emotionally mature teacher; but ultimately they will be communicated only by the example of her own inner strength. If the classroom is an environment where emotional upsets and disciplinary problems are frequent, the teacher should look first at herself, lest her own immature personality is being reflected by so many small mirrors.

While emotional health is an intangible, it manifests its presence or absence by definite symptoms. Thus, definite means may be utilized for its fostering.

The Child Is an Individual

One of the teacher's first steps will be to meet lovingly the need of each child for security. The small child wants to have his "very own" desk with his name taped on it, perhaps a special place to hang his coat, not only because it makes for order from the teacher's viewpoint, but because it meets a deep emotional need. It is a landmark in a strange land. The wise teacher orients the child to his classroom before the first day of school, perhaps on registration day, permitting him to explore the new surroundings with his parents reassuringly near. When classes begin,

she will accustom the child to learning routines in which things are done repeatedly in the same safely familiar way. In the new adventure of knowledge, the teacher must lead the young child slowly, always relating the unknown to the familiar known.

The child needs to know that he is recognized as an individual within the group, that he is a person; therefore he has a right to be known by name. An ingenious primary teacher attains this end on the first day of school by presenting tagboard "crowns" with lettered names to her small princesses and princes. The name should be, within reasonable limits of classroom dignity, what the child is accustomed to being called. No patron saint will be offended to hear "Thomas" diminutized to "Tommy," or "Salvatore" translated as "Sam."

The Child Needs Success

The child has also a need for success, which is a corollary of security. If he can go home the first afternoon with something in his head and in his hand, proudly produced as "what I learned in school today," he is on the right road to learning. If "nothing succeeds like success," then the teacher must be skilled in fostering small successes. For one student, the goal may be ten words learned, for another, only five, perhaps for still another, only one. The religious teacher can learn much pedagogical wisdom from the parable of the talents.

Slow learners and shy children particularly need the attention of the teacher through participating in class demonstrations, through receiving a minute's private help or a second of encouragement. The child needs to respond to a question, to draw a line on the board, to have a personal word or a smile from the teacher "just for him." He needs to be given the responsibility of a "job," even if only to hold a door or pass a few papers. These are tiny incidents which loom large for the child, assuring him that he is "somebody," that he is a success.

(Continued on next page)



— G. C. Harmon

Presenting Mission Facts

By Sister M. Ruth, O.S.U.

Secy. Catholic Students' Mission Crusade
Archdiocese of Louisville

■ Father Nevins, a Maryknoll Missioner, said in an article appearing in the *Baltimore Catholic Review*, June 3, 1960, "The 'Jesus and I' concept of religion used in our parochial schools for so many years, has done great harm to the formation of apostolic Catholic America. It has constrained and constricted the essential mandatory mission of the Church. It has been the major cause of the compartmentalization of the Church's world apostolate, sum-

ming it up under the vague term, 'missions,' a word far removed from its original and basic meaning."

While one may not agree wholly with the above statement, the fact remains that to many persons the word, "missions" means something nice to do for the poor or underprivileged, something extra that is, but not all-essential to the spiritual life. To some persons the word, mission, may mean merely subscribing to a mission magazine; to others, it means answering an appeal for the lepers in some far-off country; or bundling up old clothes and papers to help the destitute ones, but meanwhile caring little whether or not, the neighboring priest has enough money to visit his scattered flock in the county, or if he has enough to eat. All of these observations though well meaning, and expressing charity, are but a part of the apostolate.

All Are Missionaries

Many Christians fail to recognize the fact that by their Baptism they have a duty to be missionaries who spread the Kingdom of God upon earth. Christ said, "I came not to judge the world, but to save it," and that is the mission of the Church today. This, too, is the mission of every Catholic. As members of the Mystical Body of Christ every Catholic must be a missionary; if not by direct participation as a religious or layman in the field, then by indirectly assisting the missionary engaged in the apostolate.

"Presentation of the apostolate is something that belongs to the studies of every Catholic," affirmed J. Paul Spaeth, editor of the scholastic magazine, entitled *The Shield*. This was his challenge to a group of educators at-

tending a mission conference held in Cincinnati, Ohio, in June, 1960, under the auspices of Xavier University and the Catholic Students' Mission Crusade.

If in the view of both missionary and educator, mission study seems imperative to the teaching of religion, the question may arise; How is this to be done with our already overwhelming program of studies? The answer is that it can be done in both a curricular and an extracurricular way. On the high school and college level, mission study can be taught in religion and Bible study, in Church history, English, social studies, current events, and in discussion clubs. On the elementary-school level it can become a fascinating part of the study of geography, history, reading, and art.

The "Area Studies"

The Catholic Students' Mission Crusade, Publication Office Shattuc Avenue, Cincinnati 26, Ohio, has an excellent program of mission study called *Area Studies* which treat of many phases of mission lands and their peoples, showing mainly the position and work of the Church in these regions. If one should teach but two of these area studies a year, he would soon get around the world. As this is the day of global existence, everyone should know what is happening to his fellow man, and just what responsibility he himself must exercise to assist in restoring right order to the world, and above all to the Church in those lands. The *Five Hour Area Studies* are up-to-date on their information which comes directly from persons in the area—all of which is priceless data found in no other current publication that covers the status of the Church throughout the world. Here one

Child's Emotional Needs

(Concluded from preceding page)

The Child Wants God

The religious teacher, as spiritual mother of the small children of God, will depend on divine grace in leading them back to Him. Her outlook must be supernatural. Each year the primary teacher relates the story of Adam and Eve, pointing out the effects of original sin. Yet she herself may forget that emotional maladjustments and the dawning capacity to commit sin are manifestations of wounded human nature, which is healed ultimately only by grace. The poetic concept of childish innocence is a reality only so far as the child grows in grace. In the classroom where God's love is unfolded to the child, where he is prepared to receive life-giving sacraments, he can grow up to the stature of Christ. The teacher must realize also, in her acceptance of the young child's affection, that she is his visible symbol of religion. Her justice and her mercy will condition his concept of these attributes of God. His reverent love for her will be the pattern of his love of God.



As a practical token of their devotion to the missions these children of St. Pius X School, Wauwatosa, Wis., are packing books, magazines, and toys for the missions in areas covered by their study. Sisters of the Divine Savior are in charge of the school.

has the living history of the Church not found in our Church history textbooks which cannot afford annual revisions. Courses similar to the *Area Studies* published by the Catholic Students' Mission Crusade Office are being made a requirement in world culture at some state universities, for example: the University of Pennsylvania requires such a course called, "Course in World Culture" for those working towards a liberal arts degree. The influence and information on the Church is omitted in the studies at secular universities.

The most recommended of the *Area* books published by the C.S.M.C. are the following studies: *Africa*—the best mission area in the world; *Latin America*—where the Church is losing ground; *Philippines*—an excellent field calling for the missionary and more priests; *World Communism*—an ideological study area; *Brazil*—a study of one of Latin America's most promising countries; *Missiology for High School Students* offers the meaning and reasons for studying the science of the missions. The objective of these studies is not primarily spiritual formation—it is rather an intellectual one—yet it directs personal perfection through action and charity. Mission study also deepens the doctrinal point of view, and integrates one's life around a virtue concretized by action. A correct mission-study program seeks to form a union of students with Christ as members of the Mystical Body. It calls for personal sacrifice of time, pleasure, ease, money, and all that can be sacrificed. His Holiness, Pope Pius XI has said, "Charity to the missions surpasses every other virtue."

Varied Activities

The method best adapted to mission-study is the traditional Unit Method requiring reading from various sources, participation in discussion, individual work, and committee groups, written and oral reports, visiting other classrooms, and constructing articles calling for creative and artistic talent.

Dramatization is another effective method of using the material gathered from study of the *Area* books. Students enjoy writing plays or radio script. For the overloaded students, plays and skits on the subject under survey can be obtained from Crusade Castle, Cincinnati 26, Ohio. The catalog of plays and

films is also available on request.

Catholic teachers must look at mission study in our educational program as a necessary requisite for training our children and youth on the work of the Church around the globe. Such a program can be the means of planting the seeds of vocations and fostering them. Vocations so badly needed in the Church today are lacking in all countries, but especially in South America where a one-time Catholic continent is being proselytized by Protestant missionaries or what is worse, striking out God by World Communism.

In such a milieu Catholic teachers and especially those dedicated to a special mission service as moderators of the Catholic Students' Mission Crusade, must be fired with a zeal that surpasses anything before it. These must recapture the spirit that inflamed a zeal for the spread of the Church that possessed the teachers of missionaries like Isaac Jogues, Junipero Serra, Lallemon, Brebouef, Mother Mary of the Incarnation, Stephen Badin, and many others who left home and their native land to bring the true Faith to our land.

It is now our turn to bestow the favor of the knowledge of the true religion on others less fortunate than ourselves. Our country will supply the material needs for the missions, but we the teachers must, with the help of the Holy Spirit, and the tools so ready at hand, teach our students the needs and the love of the missions of Holy Mother, the Church.



A Vocation Exhibit planned by grades 7 and 8 at Our Lady of Mt. Carmel School, Roseto, Pa., depicted the three vocations, stressing the religious vocation. Exhibits included 260 religious orders. The school is in charge of Daughters of Mary, Help of Christians, Salesian Sisters of St. John Bosco.

"I decide my destiny"

By Sister Jean Marie, O.S.B.

St. Mary's School, St. Mary's, Pa.

CHARACTERS: Destiny; Luke, a doctor; Helen, single state; Matthew, business administrator; Ann, housewife; Fred, the priesthood; Joyce, a nurse; Mary, the sisterhood.

[Destiny sits at a table examining carefully the pages of a large book on which he keeps his eyes most of the time. Other characters are dressed to represent the vocation they choose.]

DESTINY: Why did you come to me? What is there that I can tell you? Is it perhaps because you live in a world which rushes madly along thinking that it will avoid me? That it can never do, for you meet me at every turn of life. You, and only you, will be able to make me beautiful or ugly. Now at the crossroads, while deciding what vocation you want to pursue, my shadow is upon you. Tell me what you want to know. I shall do my utmost to help you follow the road which will make your final destiny worth while.

Luke, the Doctor

LUKE: My ambition is to become a doctor, to help humanity by bringing health to the human body. This will require long years of study, money, and much patience and sacrifice on my part. But I know it will be worth it all. There will be great joy when people come to me and with these very hands and the mind God has given me I will be able to help them. My patron Luke was a physician.

DESTINY: Sacrifice will not end, Luke, after your training is finished—it will only begin. A good doctor sacrifices time, sleep, and pleasure to bring aid to his fellow men.

LUKE: Perhaps, Destiny, I am painting for you a picture in which I am always the hero, and all the patients who ever come to me are grateful people who meet my efforts to help them with perfect compliance to my wishes. That is not true. My uncle is a doctor. I have heard him tell how some people do not take his advice seriously, of

others who come to him when they feel the door of death is directly before them, and of many who think his fee is too high, and that he is becoming rich because of them. Despite all this I wish to help others as far as I am able.

DESTINY: Next to being a priest and bringing relief to souls you could not think of anything greater than helping God's sick. Christ Himself while on earth cured lepers, the blind, and the lame. Nor did Christ receive much thanks for His kindness. Of the ten lepers only one came back to thank Him. And the other nine, where were they? They forgot Christ because of the joy of their newly gained health. Human nature has not changed since then, Luke, even though our customs and dress have.

LUKE: What you are trying to tell me, Destiny, is that my career will not be running over with gratitude. Nevertheless, there will be people who will be grateful. Are you perhaps trying to discourage me? I do not wish to be a doctor only to seek my own gain. I wish to be a doctor only that I may bring physical and mental health to others by my help. The rest is in the hands of God. Someday, when I meet Him, I want to be able to say: "I have used the talent You have given me to bring health into the lives of others. I have not always met with success. Some of the patients I have treated died. Others were beyond my help because death had already laid her icy hands upon them. But I did the best I could, always." And that is why, Destiny, I would like to be a doctor.

DESTINY: You have looked past the things of time, Luke, into the eyes of Eternity. With this as your goal you will never fail in the big things of life. God will help you to help others.

And now I see puzzled eyes scrutinizing me from behind dark-rimmed glasses. What is your name, and what is puzzling you?

Helen, the Teacher

HELEN: My name is Helen. This year I finish college, while next year will find me in the teaching field. Unlike most girls my age I have no desire to marry, nor does the religious life appeal to me. I would like to serve God all my life by teaching His children. In so doing I would mold these young minds by teaching them how to live happy lives.

DESTINY: There are three states of life, Helen—the religious, the married, and the single. Have you thought of how alone you would always be in the world? There would be temptations to sin while you would have no one you could consult, except perhaps a few true friends.

HELEN: Long ago when I was a small child I lived in a rural section where there was no Catholic school. I remember the summers when we had instructions for two long weeks. The teacher who taught us received no pay for her services. I know that it was difficult to teach a group of little squirmers, as we were then, about a God of whom many of us knew nothing or little, but I learned much from her. She was charming, and her example has lingered with me always.

DESTINY: Perhaps, Helen, that picture will be dashed to the ground when you teach in the public schools and meet the modern child. I see that you plan to teach the upper grades. You live in a bewildered world which is constantly changing. Will you be ready to meet the child with a confused mind? There will be pupils who will come to you with distorted notions on life in general. They will not make your life easy. True, they will not all be this type, but there are some of them in every class. What will you do when the forces of evil are all around you, making your very mind shrink back with loathing and fear?

HELEN: Your picture, Destiny, is without color or sunlight. Do you not think that I have thought of every one of these circumstances as well as others? I know that I shall be like a farmer who plants a crop in a field, and then moves on to another field to plant once more the seeds which he will never see grow into waving grain. Perhaps he will hear that the crop he planted so carefully in the scorching sun, and biting wind was a failure, or that it became a huge success. Nevertheless, he goes on day after day because that is what God wants, and He leaves the outcome in God's hands. I am not quite the child you think I am, Destiny. I do not

expect my classrooms to be filled with pink and white angels who hang on every word I say as if it were part of the Gospel.

DESTINY: I see that someday you will be a teacher after Christ's own heart for you have understanding. There will be classes which will not make your heart glow, but you will never give up because the greatest Teacher has chosen you to work out your destiny by teaching the little ones for whom He died. It will be hard work, but with Christ at your side you will never know the meaning of defeat. Ask Him for the answers and you will never go wrong. It is a work in the darkness for you cannot see results, but it is a great work nonetheless. Your face fades, Helen, while I see before me a young man with earnest eyes. He has the high forehead and straight jaw which represent intelligence and courage. What is your name? What do you wish to know?

Matthew, the Business Man

MATTHEW: My name is Matthew. My ambition is to enter the business world as a business administrator. In this capacity I would meet people, all kinds of people—good, bad, and indifferent. With my work I could drop a word here and there which would help to sow the seed of human kindness in hearts which are groping for the truth.

DESTINY: And how would you do this? At a desk, doing the work of an administrator, you would have no opportunity to do good as I can see it. Would it not be quite probable that you would become so occupied in your work that the people would be no more to you than the pictures in the *Saturday Evening Post*?

MATTHEW: You amuse me with that question, Destiny. There is a danger of that happening in every work. However, I love people. Their problems interest me even though I never see them again. They seem to sense this, and often tell me their troubles. Once I thought I would become a writer, but despite my zeal I lacked imagination. The manuscripts I wrote were flat, without appeal. They came back with the usual courteous letters from publishers. After a time it occurred to me that there were other ways to help people—if God did not give me the talent to write He did give me the power to smile and utter kind words. I am quite aware that I will not always do this, but I would like to try. There will also be occasions when I can slip a word of advice to some fellow worker, or some other per-



These eighth grade students from St. Mary's School, St. Mary's, Pa., broadcast the play, "I Decide My Destiny."

son who has crossed my path.

DESTINY: Now I see, Matthew, that your work means more to you than a pay check. With God's help you cannot do anything but succeed. God will make you into a light which shines lovingly in a loveless world. Remember His presence, and try always to see Him in your fellow workers, and all those with whom you come in contact. Becoming brighter and brighter is the face of a very young girl. The dew of youth lingers on her lips enhancing her charm.

Ann, the Homemaker

ANN: You have met me before, Destiny. Life to me will only become what I truly long for when I marry and have a home and children of my own.

DESTINY: Ah, Ann, many a time I have looked upon faces similar to yours only to find that after a number of years the dream of married happiness fades, while the drudgery of an ordinary housewife becomes unbearable. Unless you are strong, and your ideals very high there is danger that you will not find happiness in marriage.

ANN: You will pardon me if I smile, Destiny. Could it be that you think that like many flighty girls I have formed my idea of marriage from Hollywood? I once read that in Hollywood a marriage is sufficient reason for divorce. This is not my conception of the sacrament of matrimony. To me it is a sacrament which Christ Himself instituted. It means Cana—Christ and His Blessed Mother present not only at the marriage, but always. Perhaps the children in my home would bring me much

sorrow or joy. That is in the hands of God.

DESTINY: But what about the man you marry, Ann? Have you thought of that? No doubt he will be made to order—perfection in your mind being one of the main items.

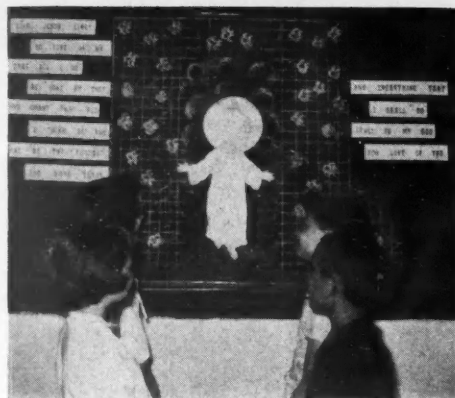
ANN: Perfection is not found on this earth, Destiny. I, who am not perfect, could not expect a perfect husband. However, I would want him regardless of his faults, to belong to the same religion that I do, and to be kind and honest. I do not think that is asking too much, and I pray each day that God will find him for me just as He found St. Joseph for the Blessed Mother.

DESTINY: With your ideals you cannot but succeed in finding your happiness in marriage. God will never fail you if you trust in Him. But now I must leave you, for before me, with definite clearness appears a boyish face with humor twisting the lips into a smile. And how would you decide your destiny, my boy?

Fred, the Priest

FRED: I would find my happiness in the priesthood. It has been my dream for several years—a dream I have not mentioned for fear that the opinion of others would tarnish it. But now, with high school graduation only a few weeks away, it has become so real that I can no longer thrust it aside. But I do not feel that I am good enough. There are many boys in my class who are far more worthy. I have been singled out as the most popular boy, but never as the most pious.

THE BOY SAVIOR CLUB



The Boy Savior is your seatmate.

By Sister M. Viola, C.S.J.

St. Boniface School, Tipton, Kans.

■ The fifth and sixth grade pupils of St. Boniface School have joined the Boy Savior Club. In order to become more Christlike, do better work, and be better behaved they have asked the Boy Savior to be their seatmate.

They strive to live the way the Boy Savior lived while on earth, and to do all with Him, in Him, and through Him. This prayer is daily recited:

*"Live, Jesus, live.
So live in me that all I do
Be done by Thee;*

*And grant that all I think or say
May be Thy thoughts and words today."*

Before dismissal at the end of the day the following examination of conscience is used: (1) Did I pray as the Boy Savior prayed today? (Pause); (2) Did I play as the Boy Savior played today? (Pause); (3) Did I do my work as the Boy Savior did His work today? (Pause); (4) Did I do or say anything to hurt the Boy Savior today? (Pause). The Act of Contrition.

DESTINY: Fred, Fred, you measure God's ways with a human yardstick. Does God have to ask your classmates whom He should select to be another Christ? Does He ask us or tell us His reasons? He has chosen you from all those other boys because in you He sees something special, a something that He will need to bring souls to Himself. In giving you a vocation to the priesthood God has given you His most valuable gift, more precious than the rarest diamonds and jewels. Will you turn aside and say, "I am not worthy of this; give it to someone else."

FRED: Then you think that God is really calling me, Destiny? It is not the kind of dream that is gone when you open your eyes in the morning? I really want to serve the King of kings, but I want to be sure before I take a step that may leave me uncertain.

DESTINY: In this, Fred, you will have to trust God. He will never send an angel to you, but He will use His own means to show you the way. Why do you doubt? If God has chosen you, do you doubt that He will give you the means and ways to attain your final end?

FRED: I think often of how wonderful it will be to lead souls to God. These hands will pour the saving waters of Baptism upon the exiled people of earth. Later they will absolve from sin the souls who have forgotten, and turned their back upon God. Of all the hands in the world a priest's alone can heal the wounds of souls. Then there will be holy Mass in which I shall call God Himself down upon the altar, and at the utterance of my voice He will come to earth once more to die again for all mankind in the unbloody Sacrifice of the Mass. In my hand I shall hold Him as I administer Holy Communion to the faithful. To carry on His work all the years of my life is what I will strive for until I meet Christ at death.

DESTINY: Do not forget that there will be setbacks in this life. All the people you meet will not see in you God's anointed. You will have enemies just as Christ did when He walked through the village streets, and even in His own native Nazareth. Following in the footsteps of a crucified God will never be easy. You will belong to the world, Fred, and never be a part of it. Faith will guide you while the love

Christ has for the world will fill your heart with peace, but never for a moment think it will be easy.

FRED: I think I understand. At least I am ready to accept the hardships which await me. You think, Destiny, that because I am young I have looked only at the peace and consolations of the priesthood. That is not the case for I have also realized that my feet are of clay, and unless I stay close to Christ in the Blessed Sacrament the temptations and the world will lure me, making me step down from the Hill of Calvary into the highways and by ways of the world where I will clasp hands with the crowds who are looking to me for help. Thus I will become one who no longer loves.

DESTINY: We shall meet again Fred. Keep always before you the reminder that you are the anointed of the Lord living in a world—a world that for the most part does not know Him, forgets Him, or ignores Him. Now I see a form which is all white and glittering. What can I do for you? Your eyes are shining with happiness.

Joyce, the Nurse

JOYCE: Today, Destiny. I begin my training as a nurse. How I have longed for this day! Often I stretch forth my hand to aid someone who is ill, but realize that I lack the training. Now I shall be able to relieve those who are suffering. How wonderful it will be to give of my time and energy in the field of nursing!

DESTINY: From what I have seen you are captured by the picture of a white uniform and cap. There is much glamour in the uniform of a nurse. In your mind you picture yourself soothing a feverish brow while a sweet child opens his eyes and smiles gratefully. You forget the accident cases, the spoiled children, the gruesome sights that find their way into the work of every nurse.

JOYCE: No, Destiny, no, I have never forgotten that nursing consists of an unselfish work. True it is that I remember the appeal the uniform of a nurse gives certain people, but I do not wish to be a nurse because of a uniform. I wish to aid those who are suffering. I am well aware that I will come in contact with all kinds of people, that some will thank me while others will complain bitterly. It does not matter as long as I can help them. When I was a small child my brother was seriously injured in an accident. I shall never forget the long corridors, the hospital smells, while in the recesses of my memory stands

out the calm, sweet face of the nurse who never left his side. I remember her gentleness. It was at that moment that I felt I wanted to help those who were in need.

DESTINY: The glamour is replaced now by something much deeper and richer—the charity of Christ. Christ will love you if you care for His sick and suffering. But what is this before me? It is the face of a girl. The lips were made to smile, the eyes were made to glow, but the face gazing into the future is bewildered. Do not turn from me for I am Destiny.

Mary, the Nun

MARY: I do not wish to speak with you, for what is troubling me is so closely connected with you. Mary is my name. All my life I have been carefree. Nothing ever clouded my joy for any length of time until a few nights ago. Since then I have not been the same. But I suppose I may as well tell you. I was dancing that night and my heart was light and gay. Then suddenly I seemed to hear a voice deep within me say, "How long are you going to enjoy yourself with all these empty pleasures? Why don't you give them up and follow Me?" I was appalled at the idea, while everything in me cried out in protest. The stars went out of the night; then the gladness slipped away, too. I felt no thrill at such an invitation. Why should I be a nun? I love life with its freedom.

DESTINY: Christ did not ask thousands of years ago, "Why should I die on the cross for her since she does not care very much?" He died because He loved you. His invitation is not always accompanied by glittering lights. Don't you think He will love you more, Mary, if you give up the world which means so much to you? After all it would not be much of a compliment to Christ if you came to Him just because you hated the world.

MARY: Those clothes, those long prayers—how could I ever get used to them?

DESTINY: Christ would help you. It would take a long time, perhaps years. But if you will try to give Christ the best you have, there will come a day when those prayers and those clothes will be your dearest possession.

MARY: I have always done pretty much as I please. What about that vow of obedience that religious take? That would mean that I always do exactly what a superior tells me to do. I can't think of anything I would dislike more.

DESTINY: Then think of this, Mary. If God came down, took you by the hand and asked you to follow Him would you refuse?

MARY: Certainly not, but that is beside the point; He never will. Just the same I know what you are trying to say. The will of God is made manifest through the commands of my superior if I enter a convent. I know I am being selfish, and it occurs to me, Destiny, that my happiness here and hereafter will depend on this invitation. When I learned to dive I hesitated. The water looked so far away and very deep. I shall never forget the fear I experienced when I was learning. Going into a convent seems something like that. I feel everything within me turning a sickish green, but I know I should do

it, that Christ wants me to follow Him. So I will give to Christ the dearest things I possess—my heart and freedom.

DESTINY: For a moment I was afraid you were going to refuse Christ. Now I see that you have found the courage you need. Was it your Guardian Angel or perhaps the Blessed Mother who made you brave? However you decide about me, the vocation you are choosing is the one God has destined for you from all Eternity.

It is time for me to leave you. Everyone of you must decide about me. Each person decides his own destiny. You must pray and ask God to guide you in following out His Plan for your life here on earth. In so doing you shall live gloriously in Eternity.

Wonderful World of Folklore

By Sister John Mary, S.C.L.

St. Mary College, Xavier, Kans.

■ Our third grade visited the wonderful world of folklore by way of a unit designed to awaken in the child an interest in folklore and to develop in the child an ability to study with increased independence. The class of 35 was divided into two groups according to oral reading ability, general comprehension, and ability to work independently. The entire group took part in the following activities during the five weeks allotted to the unit:

1. Class discussion of the various types of stories read.
2. Composition and sentence work using the material in the unit as subject matter.
3. Art projects.
4. Classroom display of dolls dressed as characters from the stories.
5. Stories read orally to the group. The slower readers were able to take part in this by using folk tales contained in primary supplementary readers.

The more advanced group did the following assignments in addition to the above:

1. Playlets based on the stories.
2. Reports on unit material using standard grade school reference texts.
3. Vocabulary study on words in the material.

The unit, planned to cover a five week period, was divided in the following manner. Two days were spent on an introduction to the subject of folklore, eight days were given to the Greek and Roman myths, five days each to fairy tales and American legends, and the final week was spent in a general review of the material covered. A 15-minute period each day was allotted to group discussion; the actual reading or other presentation of the material took part of the top group's reading period and the daily story period.

Books from home and from the public library formed the backbone of the reading matter. Many supplementary readers on the primary and middle grade levels provided ample story material, as did the *Childcraft* set available at school. An invaluable teacher reference was Mary Hill Arbuthnot's *Anthology of Children's Literature*.

The unit was introduced by a comparison of Laura Ingalls Wilder's delightful biography, *Farmer Boy*, with *Grimms' Fairy Tales*. The children were led to see the imaginative quality in the fairy tales that the other book lacked. This quality of magic was explained as an element found in a certain type of children's literature known as folklore.

Introduction to Myths

After a two day introductory period the myths of Greece and Rome became the subject matter for the unit. A brief map study of the location of these countries in relation to our own city established some idea in the children's minds that these stories would be different, not only because they were very old, but because they dealt with people whose way of life differed from ours.

The following basic concepts formed the foundation of our study:

1. A myth is a very ancient tale about the pagan gods and their supposed dealings with men.
2. The myths were not written as stories are now, but were told by parents to their children, from one generation to another.
3. While all people have their myths, the most famous are from Greece and Rome.
4. The myths tell of many gods, but they all have human failings.
5. Myths show us that pagans realized there was a form of life higher than man.
6. Myths have influenced writers and artists for hundreds of years.

Introduction to Fairy Tales

Presentation of the fairy tale section presented no problem; the procedure for developing this section of the unit was almost the same as with the myths. However, the children formulated the basic concepts for this section by means of oral discussion of the stories presented.

1. In fairy tales the fairies take the place of the gods in the myths
2. Good is always rewarded and evil punished in fairy tales.
3. Love and sacrifice are the only weapons useful against evil in these stories.

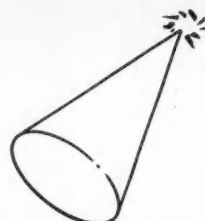
4. Some fairy tales have been handed down to us as the myths were.

The last week of the unit we moved closer to home with a study of some of the better known heroes of American legends. By means of records we met Johnny Appleseed; Uncle Remus came into the limelight, not however, in dialect, as this proved too difficult for the majority of the students. Paul Bunyan and Pecos Bill were already familiar to the majority of the students. Once more the children formulated their own basic concepts:

1. Most American legends studied dealt with the common man of labor.
2. These men had "super-man" qualities.



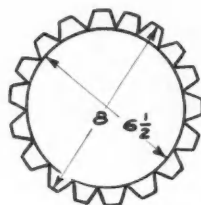
BASIC HAT



CLOWN OR WITCH



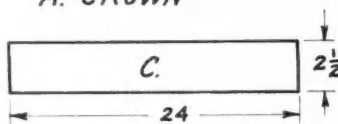
PILLBOX



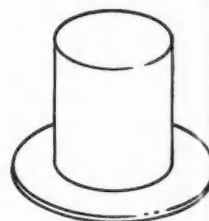
A. CROWN



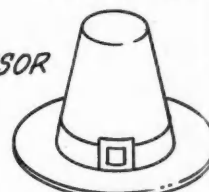
E. VISOR



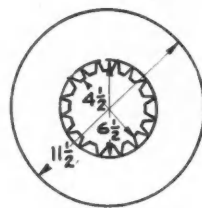
C.



STOVEPIPE



PILGRIM



D. BRIM



DRUMMER BOY



SAILOR



CLOCHE

LET'S MAKE HATS

Making hats, whether in primary grades or in the high school art classes, is both fascinating and practical. If introduced early enough in the school year, hats may be made for Halloween, Thanksgiving, Lincoln's Birthday, and other occasions.

In the diagram shown, the basic hat may be made of almost any kind of paper — construction paper, wallpaper, wrapping paper, etc. With slight variations, all the other types shown can be made easily.

Notice that both the crown (A) and the brim (D) are notched. For the crown, bend the notches downward as shown in (B). Attach to the strip (C) with paste or Scotch tape, on the inside. Lap over the extra piece of stripping and paste flat.

The notches of the brim are turned upward and are pasted or taped to the inside of the hat. Cover with a contrasting hat band.

By Sister M. Sarah, O.S.F.

Stella Niagara, N. Y.

3. Part of what is so much fun about our legends is that they are such "tall-tales" you don't have to take them seriously.

Our Reward

Why, you may well wonder, as you glance at your crowded planbook and even more crowded schedule, why take up all this time with folklore? The reasons are really many, but simple. Our children are exposed so constantly to

the purely passive reception of ideas through television that a unit of this kind can open the way for them into a new world. A world, it is true, that isn't strictly reality, but still a world with a value and charm that will last far beyond the time when Maverick and Huckleberry Hound have faded from the TV screens; a world that gives an insight into our past and that of other nations — the wonderful world of folklore.

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AD MULTOS ANNOS

★ **SISTER M. RITA McCAFFREY, R.S.M.**, celebrated her golden jubilee in December at Mount St. Mary in Little Rock, Ark. She taught in primary grades until last year.

★ **Two Sisters of St. Dominic** celebrated anniversaries, Jan. 2, in Caldwell, N. J. **SISTER M. ASSUMPTA, O.P.**, who spent 45 years of her religious life as a teacher in Jersey City, observed her diamond jubilee. **SISTER M. BENEDICTA, O.P.**, who teaches in Newark, noted her golden jubilee.

★ **MOTHER M. BERTRAND, R.S.M.**, mother general of the Sisters of Mercy of North Plainfield, N. J., and her sister, **SISTER M. MARK, R.S.M.**, celebrated 50 years in the religious profession Jan. 7. Mother Bertrand has taught and has held every position on her community's council. Sister Mark is presently teaching in Atlantic City where she previously was a superior.

★ **Two Christian Brothers**, faculty members of La Salle College in Philadelphia, Pa., celebrated their 25th anniversaries, Jan. 14. **BROTHER GERARD ROBERT, F.S.C.**, dean of arts and sciences, has been at La Salle since 1949. **BROTHER EDMUND JOSEPH, F.S.C.**, librarian, began work in library science at La Salle in 1942.

★ **BROTHER FRANCIS PATRICK, F.S.C.**, this year is observing his 60th year as a Brother of the Christian Schools. He received his religious habit, with other postulants from Ireland, at Ammendale, Md., in 1900. He has taught in elementary and secondary schools and college and has several books to his credit, among them *Glory of Virginia*, *Marian Poems*, and *Meditations for Teachers*. His latest book is *As Stars for All Eternity*.

★ **BROTHER FLAVIAN, C.F.X.**, the oldest active teacher in the Sacred Heart Province of the Xaverian Brothers, celebrated his diamond jubilee in religious life, Jan. 22, at Xaverian High School, Brooklyn, N. Y. Brother Flavian, who maintains a full schedule of classes, is 75.

★ **BROTHER EUGENE MICHAEL, F.S.C.**, a teacher at West Catholic Boys' High School in Philadelphia, Pa., celebrated his 25th anniversary, Jan. 21. He has also taught in Washington, D. C., and Pittsburgh.

HONORS AND APPOINTMENTS

News Reporter Receives Award

La Salle College, Philadelphia, Pa., has presented the 1961 Collegian Award to NBC news correspondent **DAVID BRINKLEY**. The award is given annually by the Collegian, weekly student newspaper, for public service in the communications field. Mr. Brinkley was cited for his "fair, thorough reporting in an exacting medium."

President of Historical Group

REV. CONSTANTINE KLUKOWSKI, O.F.M., was elected president of the Polish-American Historical Association at its 17th annual convention at Canisius College, Buffalo, N. Y. Father Klukowski, who teaches English and speech at St. Bonaventure boarding school in Sturtevant, Wis., was formerly historian for the Franciscan's Assumption province.

News



Heads Jesuit Educators

REV. PAUL C. REINERT, S.J., president of St. Louis University, was re-elected chairman of the Jesuit Presidents Conference of the Jesuit Educational Association. The conference, which included presidents of 28 U. S. Jesuit colleges and universities, recently met in Denver, Colo.

Directs College Association

REV. THEODORE M. HESBURGH, C.S.C., president of the University of Notre Dame, was elected president of the Association of American Colleges at the group's meeting in Denver, Colo. The association is a federation of 800 public and private liberal arts institutions. Father Hesburgh succeeds **DR. DAVID A. LOCKMILLER**, president of Ohio Wesleyan University.

Named New College President

REV. ROBERT R. KLINE will succeed **MSGR. JOHN L. SHERIDAN** as president of Mount St. Mary's College and Seminary in Emmitsburg, Md. The new appointee will assume duties as the 18th president of the nation's second oldest Catholic college at the June, 1961, corporation meeting of the college council. Father Kline has been a member of Mount St. Mary's faculty since 1946, and is a priest of the Scranton diocese.

Catholic Historians Elect

DR. ROBERT F. BYRNES, chairman of the history department at the University of Indiana, was named president of the American Catholic Historical Association at its 41st annual meeting in New York. Dr. Byrnes succeeds **PAUL HORGAN**, 1954 Pulitzer Prize winner for history.

Heads Catholic Science Group

DR. FREDERICK D. ROSSINI, dean of the college of science at the University of Notre Dame, was elected president of the Albertus Magnus Guild, a national organization of Catholic scientists. The group recently held its meeting at St. John's University, New York, N. Y.

To Teach in Rome

REV. GEORGE P. KLUBERTANZ, S.J., professor of philosophy and dean of the college of philosophy and letters at St. Louis University, will be on leave of absence next semester to teach at the Gregorian University in Rome. Father Klubertanz, who received the B.A. and M.A. degrees from St. Louis University and Ph.D. from the University of Toronto, will teach courses in philosophical psychology in Rome. The Gregorian University, founded by St. Ignatius Loyola in 1551, is the oldest Jesuit university.

SIGNIFICANT BITS OF NEWS

Pray for Africa

"Don't be afraid of Africa. Don't be afraid of Africans. They are not savages in spite of what the press is saying." That is what **Rev. Ademar De Pauw, O.F.M.**, told the students of St. Michael's College,

Winooski Park, Vt. He said that "the troubles in the Congo are slight compared with those faced by George Washington when his own troops deserted and when many of his friends favored the old country."

Father De Pauw rejoiced at the seating of the Kasavubu delegation in the U.N. He charged that Patrice Lumumba had been working for the Communists for more than two years.

Billion Spent on Churches

Americans spent a record-breaking \$1,045,000,000 on new churches, synagogues, and attached educational and social facilities in 1960, according to government statistics in Washington. The Commerce Department has estimated that \$1,075,000,000 will be put into construction of new religious buildings during 1961. The United States now has more religious sanctuaries and religious education classrooms than any nation has ever had.

Delayed Vocation Seminary

Richard Cardinal Cushing of Boston has announced plans for a national seminary exclusively for men with delayed vocations. It will be the first such seminary in the United States. Construction probably will begin early this year in Marlboro, Mass., on a 145-acre tract upon which other buildings for religious will also be built.

Applications for the seminary will be accepted from all parts of the country. Cardinal Cushing also said he believed the seven-year course is too long for older seminarians. He said he will appoint a committee to revise the present curriculum.

Newman Mission Movement

The National Newman Club Federation will establish a lay missionary program called Newmanmission, which will provide interested Catholic students at non-Catholic colleges with information on lay missionary programs. The program will also help lay mission societies by screening applicants for missionary service. Establishment of this clearing house of information on lay missions has been entrusted to a committee from the University of Southwestern Louisiana.

Plan for Pre-Seminary School

A new pre-seminary high school will open this fall in Pittsburgh, Pa., **Bishop John J. Wright** has announced. The four-year day school, which will provide the first step in a program of training for the diocesan priesthood, will be staffed by Jesuit priests. Total enrollment will be limited to 200 students who will remain in residence at home. The school will be known as the Bishop's Latin School.

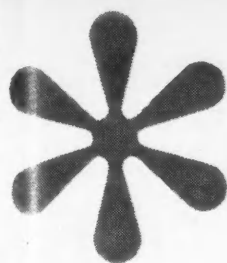
To Train African Leaders

A Catholic institute for training future African political, social, and economic leaders will be established this year in Rome, Italy. It is hoped that the college, which is being formed at the wish of Pope John XXIII, will counter the effects of the People's Friendship University operated by the Communists in Moscow for African, Asian, and South American students.

Religious Conference Records

A Conference-A-Month Club was started in January by the Carmelite Fathers Guild in Englewood, N. J. Each month, sub-

(Continued on page 60)



natural resources

Gifts of God that are useful to man. They include water, minerals, soil, forests, grasslands, fish, and wild animals. It is man's duty to use these resources wisely.

* Definition from **EUROPE AND THE MEDITERRANEAN WORLD**, illustrated glossary, p. 370. One of the books in

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Sister Mary Celeste, O.P., M.A.

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NEWS

(Continued from page 58)

scribing convents receive a 12-in. LP record of religious talks, transcribed by leading Catholic speakers and retreat masters. Convents are invited to sign up for 12 or 24 recordings. The records will form a library of conferences which may be used for days of recollection, private retreats, or shut-in Sisters.

Catholic Foreign Student Group

An organization for foreign Catholic students in the U. S. was formed recently in New York City at a meeting at the World Affairs Center of the Carnegie Endowment for International Peace. The 200 students who met were representatives of nine associations of African, Asian, and Latin American Catholic students.

The new foreign student group will co-ordinate activities of associations of Catholic foreign students in the U. S. Of the estimated 50,000 foreign students in this country, about 20,000 are thought to be Catholics. About 5000 are enrolled in Catholic colleges or universities. The organization was formed under the auspices of Pax Romana, the world movement of Catholic students.

New International Seminary

A new international seminary has been opened in Maastricht, Holland, to help relieve the clergy shortage in Europe. Students will spend a year of preparatory training at the seminary before choosing the dioceses where they will complete their priestly studies. Courses of study at the seminary include language, Church history, and pastoral conditions of various countries.

RELIGIOUS ORDERS

Nuns to Teach Indians

A new community of nuns, which will work on the Blackfeet Indian Reservation in northwest Montana, has filed for incorporation. The Handmaids of Mary Immaculate established a motherhouse in Anaconda, Mont., a year and a half ago. The order, composed mostly of women from Montana and California, has sent several members to Browning, in the reservation area, to give religious instruction to the Blackfeet.

New Religious Congregation

The first member of the newly founded Congregation of Our Lady Help of the Clergy recently professed her temporary vows. Sister Mary Louis Mangine pronounced her vows in Higganum, Conn., at St. Peter's Church, where the congregation's founder, Rev. Norman J. St. Martin, is pastor.

To Consider Move to U. S.

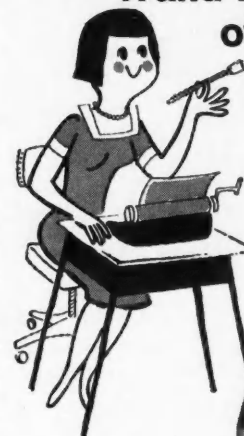
A Dutch religious order of Sisters, numbering about 120, will send two of its members to the United States after Easter to consider extending the order's activities. The Ladies of Bethany Congregation, whose members wear civilian dress, was asked by Richard Cardinal Cushing, Archbishop of Boston, to study the possibility of pursuing its work in America.

To Open African Mission

The Cincinnati Province of the Society

(Continued on page 61)

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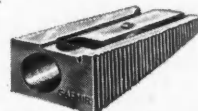
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NEWS

(Continued from page 60)

of Mary has announced that its third African mission will be opened this year. Rev. James M. Darby, S.M., provincial superior, said that three Marianists would go to Mangu in Kenya to assume direction of Holy Ghost College. The college was established by the Holy Ghost Fathers in 1939.

Plan Mission in Peru

The Sisters of Charity of Cincinnati will send a group of missionary Sisters to South America this year. Mother M. Omer, mother general of the Sisters of Charity, said that plans are being made for the missionaries to form the nucleus of a group of teaching Sisters in Peru. The community also hopes to establish a clinic.

Trappists Assigned to Indonesia

Two priests, cloistered for years at the Trappist New Mellary Abbey in Dubuque, Iowa, have been sent to Jakarta, Indonesia, on a five-year loan plan. Rev. Maurus Henrich, O.C.S.O., and Rev. Aelred Tietjen, O.C.S.O., will be stationed in a monastery established about 10 years ago by Dutch Trappists. Since the expulsion of all Dutch citizens by the Indonesian government, no new members of the order have been allowed into the country from Holland. The Dutch Trappists have asked for aid from the United States. Father Henrich and Father Tietjen will help prepare Oriental applicants for the Trappist order.

Norbertines to Open Seminary

The Norbertine Fathers are building a new preparatory seminary and novitiate on a 34-acre site in Santa Ana, Calif. The seminary will open to 40 ninth-grade students in September, 1961. The first units to be built will include a chapel, dining facilities, dormitory, faculty quarters, and classrooms. After graduation from the preparatory seminary, candidates for the Norbertine priesthood will make a two-year novitiate before going on to college. The Norbertines conduct a college and several high schools in the East and Midwest.

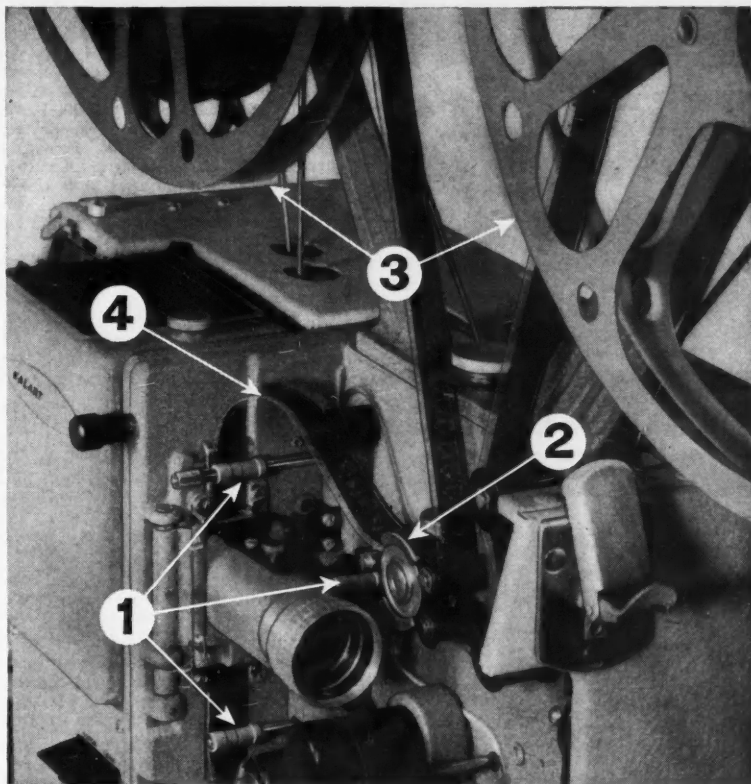
Marianists Enter Florida

Ground was broken in February for Chaminade High School, West Hollywood, Fla., the first school in Florida to be conducted by the Society of Mary. The school is expected to be open for its first freshman class in September. It will house 12 classrooms; four science suites for biology, chemistry, physics, and a language laboratory; administration wing; 250-student cafeteria; 1200-seat gymnasium; dressing rooms; lavatories; student activity area; and necessary equipment rooms. Future expansion will provide library, auditorium, and complete music facilities. A four-bedroom faculty residence, also designed with provisions for expansion, will be ready in the fall to house the three Brothers and one priest who will form the school's first staff.

Brothers Plan School in Brazil

Brother John Baptist Titzer, C.S.C., Provincial of the Brothers of Holy Cross, South-West Province, with headquarters on the St. Edward's University campus in Austin, Tex., has announced the opening of a second foundation in Brazil.

(Continued on page 62)



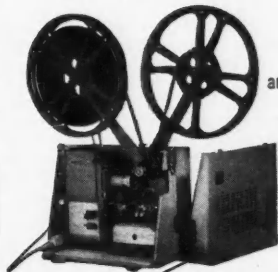
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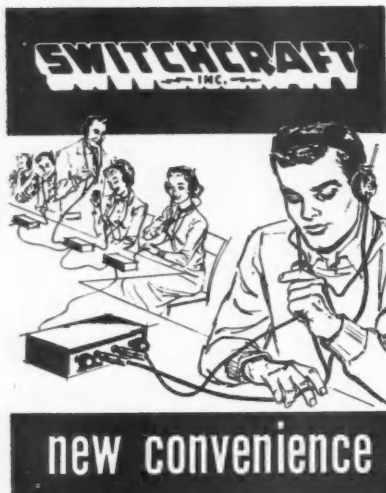


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NEWS

(Continued from page 61)

A ginasio is scheduled to open in March, 1961, in Campinas, a city of 200,000 located 70 miles from Sao Paulo. Two Brothers presently studying the native Portuguese language will be assigned as teachers there in February. Seventeen acres of land were donated, and architect's plans are being drawn for an eventual six-unit ginasio and colegio to accommodate 750-800 day students. A ginasio and colegio in Brazil approximate, in grade levels, American junior and senior high schools.

DIOCESAN REPORTS

Rt. Rev. Msgr. Edmund J. Goebel, superintendent of schools for the Archdiocese of Milwaukee, has issued his annual report for 1959-60 in an illustrated booklet.

Total enrollment in high and elementary schools was 125,359, a gain of 8014. Four new schools were opened in September, 1960.

The following activities receive special comment:

1. The Junior Discovery Program for gifted students is based upon the plan of the Great Books. It is designed to provide leadership in Catholic Action.

2. Educational TV classes were introduced in Speech Correction and Spanish. This program has won the Golden Bell Award for Educational Television from the Catholic Broadcasters Association.

3. Speech Therapy, conducted in 28 centers in addition to classes in 28 schools conducted by 30 senior students of Marquette University.

4. Visually Handicapped. Twelve blind children are being educated in one school, and visually handicapped in other schools are supplied with large-print books.

5. Hard of Hearing receive tests and special help.

6. An adjustment program operates for the benefit of all who need it.

7. Lay Teachers. Thirty per cent of teachers are lay people, in contrast to 3 per cent ten years ago. A consultant in the Office of Education has charge of screening, employing, and assigning lay teachers and preserving good relations for them with the Religious teachers.

8. High School Subject Councils study textbooks and curriculums and new developments.

9. Teacher Citations. On November 17, 1960, the League of Catholic Home and School Associations awarded citations of excellence to 15 teachers.

CONTESTS

Catholic Writing Contest

The second annual Doubleday Catholic prize contest is open to all authors until Dec. 31, 1961. An award of \$5,000 as guaranteed advance royalty against the author's earnings will be given for writings of Catholic interest in each of three categories: fiction, biography, and non-fiction. For more details write to Doubleday & Co., Inc., 575 Madison Ave., New York 22, N. Y.

Chemistry Awards Program

For the fifth consecutive year, \$1,000 awards will be given to six outstanding college chemistry teachers by the Manufacturing Chemists' Assn., 1825 Conn. Ave.,

N.W., Washington 9, D. C. Nominations must be submitted by April 1, 1961, and recipients will be announced about May 1, 1962. Write to the association for information.

Cooking Contest Finals

The third annual cook-off finals of the Kroger-Westinghouse search for the "Junior Cook of the Year" will be held in Cincinnati, Ohio, May 14, 15, and 16. Finalists will include 50 teenage boys and girls, whose recipes were chosen best in the nation.

Post-Graduate Program

A program of merit residencies for high school science and mathematics teachers has been established at Stanford and Cornell Universities by the Shell Companies Foundation, Inc. Six teachers will be selected to devote a minimum of 12 months to special graduate-level study and leadership experiences at the universities. For details write to the Foundation at 50 W. 50th St., New York 20, N. Y.

COLLEGES AND UNIVERSITIES

Nuns' College Ready to Move

Providence Heights College, the second U. S. college for Sister-students only, is preparing to move, early this year, from its present site at Seattle University to a new 243-acre campus near Issaquah, Wash. The eight-building college, expecting an enrollment of 300, will remain a division of the Jesuits' Seattle University. The other college for Sisters is Marillac College near St. Louis, Mo. Both institutions are products of the Sister Formation Conference.

Converted to Boys' School

Maryville College, a school for women in St. Louis, Mo., will be converted to a boys' private high school in September, 1961. The college, operated for 88 years by the Religious of the Sacred Heart, has been purchased by the Augustinian Fathers. The high school, to be known as the Academy of St. Augustine, will have an initial enrollment of 150 freshmen. A new Maryville College is being constructed 15 miles from St. Louis.

Benedictine College to Close

Benedictine Heights College, Oklahoma's only Catholic four-year college, is scheduled to close in May because of financial difficulties. Bishop Victor J. Reed of Tulsa announced that the diocese will purchase the college property from the Benedictine Sisters of the Sacred Heart for about \$1.5 million. The physical plant of the 44-year-old college for women may be converted into a Catholic junior high school this fall.

Canadian University Expansion

Laval University, located in the newly developed University City outside Quebec, has announced a \$60,750,000 expansion program over the next five years. Formerly located in the heart of Quebec, Laval has spent \$15,261,000 during the past five years in construction of University City. The funds will be raised through public subscription, government aid, and contributions from industries.

DePaul to Open New Division

DePaul University, Chicago, Ill., has announced that it will open a downtown

(Continued on page 64)

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NEWS

(Continued from page 62)

division of the college of liberal arts and sciences in September, 1961. According to Very Rev. Comerford J. O'Malley, C.M., DePaul's president, the new division will allow greater convenience and expanded educational facilities to freshmen, who will be able to attend either the uptown or downtown division.

Teachers for Latin America

St. Louis University (Mo.) will offer graduate programs beginning next September to help relations between the United States and Latin America. Rev. Robert J.

Henle, S.J., dean of St. Louis' graduate school, announced that students in the program will be required to have a speaking knowledge of Spanish or Portuguese. While completing or having finished their degrees, the students will be placed as teachers of social sciences and humanities in Latin American universities. Father Henle said that these teachers will bring back to the United States a "deeper understanding of Latin America which will enhance their value as teachers in Latin American history and culture."

REQUIESCANT IN PACE

● SISTER M. WILFRIDA O'NEIL, O.P., died, Dec. 15, at the Convent of St. Catherine of Siena in Racine, Wis. She entered religious life 63 years ago.

Brother Denis Edward, F.S.C. (1870-1961)



BROTHER DENIS EDWARD, F.S.C., PH.D., LL.D., nationally known educator, died at the Ammendale Normal Institute, Beltsville, Md., January 8. He had been ill since November 27 shortly after observing his ninetyth birthday, and had resided at the

Institute since retiring in 1958 as provincial inspector of schools for the Christian Brothers Middle Atlantic States and Ohio province. September, 1961, would have marked the 75th anniversary of Brother D. Edward's reception as a Christian Brother novice at Ammendale in 1886.

He was a co-founder of the Catholic Educational Association of Pennsylvania in 1911, and of the Christian Brothers National Education Association in 1936. He also served as president of both associations and attended many educational conventions throughout the United States. Brother Denis Edward had also been president of La Salle College, Philadelphia; St. John's College, Washington; and the University of Scranton (Pa.).

Appointed president of St. Thomas College, Scranton, in 1931, Brother Denis Edward, during his term of office, doubled the college's instructional facilities. In 1938 he obtained a university charter for the school and renamed the institution the University of Scranton. Two years later, Brother Denis Edward became provincial inspector of schools for his province and served in that capacity until retiring from active duty in 1958 at the age of 88.

His bachelor of arts degree was obtained in 1912 from Christian Brothers College, St. Louis; his master of arts from Rock Hill College, Ellicott City, Md., 1921. Fordham University in 1928 awarded him a doctorate in philosophy. He was cited by Villanova University for outstanding contributions to teaching and administration and awarded an honorary doctor of laws degree by that university. The university of Scranton honored him in 1936, the year of his golden jubilee as a Christian Brother. La Salle College observed his seventieth anniversary in 1958 at Philadelphia.

Brother Denis Edward was a member of the advisory board of the CATHOLIC SCHOOL JOURNAL. — Brother E. Ignatius, F.S.C.

Rev. William F. Cunningham, C.S.C. (1886-1961)

REV. WILLIAM F. CUNNINGHAM, C.S.C., professor of education at the University of Notre Dame, died early in 1961, at the age of 75.

Father Cunningham, a native of Baraboo, Wis., and a 1907 graduate of Notre Dame, was ordained in 1911, and received a Ph.D. degree from the Catholic University of America in 1912. He was a professor of philosophy at Portland University (in Oregon) from 1912 to 1917 and for the following year was vice-president of that institution. In 1919 he was appointed pro-

(Continued on page 66)

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NEWS

(Continued from page 64)

fessor of education at Notre Dame. He was dean of the College of St. Thomas (St. Paul, Minn.) from 1928 to 1933 when he returned to Notre Dame.

Father Cunningham was president of the college department of the NCEA from 1937 to 1957; chairman of the National Conference of Church Related Colleges for the school year 1941-42; a member of the executive committee of the Association of American Colleges from 1932 to 1934; and a member of the board of review of the North Central Association from 1926 to 1946. He was, at one time, president of the Minnesota College Association.

• SISTER M. CAMILLUS WATERS, S.N.J.M., died at the Convent of the Sisters of the Holy Names in Los Gatos, Calif. Sister spent 46 years teaching in the primary grades.

• SISTER M. CLARINE, O.P., a teacher for 25 years in River Forest, Ill., died at St. Dominic Villa, Dubuque, Iowa, Jan. 2. She was in the 57th year of her religious profession.

• SISTER M. CELINE ZIELINSKI, S.S.N.D., 72, died in November in Chicago, Ill. Sister, who taught for 15 years in Milwaukee and 36 years in Chicago, celebrated her golden jubilee in 1959.

• SISTER M. FINIAN, O.P., died, Nov. 18, in the 46th year of her religious profession at St. Dominic Villa, Dubuque, Iowa. Sister last taught in Faribault, Minn., in 1959.

• SISTER FORTUNATE SPOERLEIN, S.D.S., died, Dec. 12, in Nashville, Tenn. Sister was born in Bavaria, Germany, in 1893 and came to the United States in 1910. She had been assigned to schools in Wisconsin as well as Tennessee.

• SISTER M. GIRARDO BRANDT, O.P., died at St. Dominic Villa, Dubuque, Iowa, Dec. 7. She had had assignments in Wisconsin, Minnesota, Illinois, Iowa, and Colorado. Sister was in the 50th year of her religious profession.

• SISTER ROSALINA KELLY, S.P., died at the Providence Motherhouse at St. Mary-of-the-Woods, Ind., Dec. 5. She was retired after teaching in Chicago for 30 years.

• SISTER MARY OF ST. NORBERT died of cancer, Jan. 3, at the age of 69. She was former superior of the Green Bay, Wis., Monastery of Our Lady of Charity.

• SISTER M. WINIFRED COLLINS, I.H.M., died in November at Carbondale, Pa., at the age of 71. Sister entered the novitiate in 1910. She had taught in Pittsburgh, Pittston, and Carbondale.

• SISTER CARMELITA MORRISSEY, C.S.J., a Sister for 45 years, died in November in Minneapolis, Minn. Sister taught music 12 years at the College of St. Catherine and six years at St. Agatha's music conservatory in St. Paul. She was 71.

• SISTER M. AQUINA MILLEE, C.D.P., died, Christmas Day, in Pittsburgh, Pa. Sister entered the order in 1908. She taught in Pittsburgh grade schools for 45 years.

• SISTER M. AIMEE FARRELL, R.S.M., who would have celebrated her 75th anniversary in January, died, Dec. 27, at the convent at St. Xavier Academy in Latrobe, Pa. Sister was professed in 1886 and retired in 1934.

• SISTER M. BENEDICT MCBRIDE, R.S.M., a teacher in the Pittsburgh diocese for 70 years, died in November at Latrobe, Pa. Sister made her religious profession in 1892. She served as a tutor at St. Xavier Convent where she retired in 1939.

• SISTER M. BERTRAND TROY, C.S.J., who was the oldest member of the Congregation of the Sisters of St. Joseph, died, Dec. 19, in Nazareth Convent, Pittsford, N. Y., at the age of 95. She had taught in schools in New York after entering the order in 1885.

• SISTER M. LAURENTINE, R.S.M., died, Dec. 27, in West Hartford, Conn. Professed in 1899, Sister was a music teacher.

• SISTER CHARLES OF JESUS, who taught grade school for 18 years in Chicago, died, Dec. 1, at Windsor, Ontario, after a brief illness. Sister Charles was appointed bursar at St. Mary's Academy in Windsor in 1948. She later was named superior at the College of Holy Names.

(Concluded on page 67)

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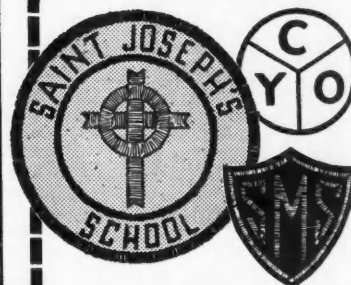
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NEWS

(Concluded from page 66)

• **MOTHER JOSEPHINE HALLIWELL**, a native of Providence, R. I., died in Japan, Nov. 7. Sister was assigned to Shanghai, China, in 1929. When Communists gained control, she was transferred to Tokyo and later to Takarazuka, Japan, where she died at the age of 75.

• **SISTER M. LOYOLA POWER, S.S.N.D.**, died, Dec. 26, at Notre Dame Infirmary in Elm Grove, Wis. Sister founded the Renaissance Society in 1930 to promote Catholic literature. She taught French and philosophy at Mount Mary College in Milwaukee from 1937 to 1957. She was 78 years old.

• **MOTHER M. BERNARD GOSSELIN, C.S.J.**, foundress and first superior of the Sisters of St. Joseph of Orange, died, Dec. 30, at Orange, Calif. Mother Bernard, who in 1912 led the pioneer group of eight St. Joseph Sisters from La Grange, Ill., to California, saw her religious community grow to 450 Sisters. The community conducts schools, hospitals, and missions in California, Texas, Hawaii, and the Solomon Islands.

• **SISTER M. JAMESINA McMAHON, I.H.M.**, a religious for 58 years, died in December at the Marian Convent, Scranton, Pa. She taught elementary grades.

• **SISTER M. GERALDINE HIGGINS, R.S.M.**, died at Mercyknoll, Hartford, Conn., Jan. 10. Sister was professed in 1898 and taught in Hartford.

• **SISTER M. LASALLE MERKEL, S.C.C.**, died in November. Sister, who was a member of her community for almost 60 years, taught second grade in New York City.

• **SISTER MIRIAM IRENE VICTORY, S.C.**, died, Jan. 5, in New York City at the age of 75. Her 52 years of religious life were spent in teaching elementary grades.

• **SISTER QUIRINA SCHEIDEL, S.C.C.**, the oldest and longest professed Sister of Christian Charity, died, Jan. 1, in Danville, Pa., at the age of 97. Sister had taught in Brooklyn, Philadelphia, Chicago, and Detroit before retiring 21 years ago.

• **SISTER HELEN DE PAUL KELLY, S.C.**, died, Dec. 29, at East Orange, N. J. Sister taught for 23 years in schools in New Jersey.

• **SISTER M. THOMASSETTA LOUGHNEY, C.S.J.**, died, Dec. 24, in Nazareth Convent, Pittsford, N. Y. Sister entered her community in 1913.

• **RT. REV. MSGR. WILLIAM R. KELLY, P.A.**, an educational leader and author, died, Nov. 15, in New York City where he had been pastor of St. Philip Neri Church for the past 16 years. Msgr. Kelly had taught education at Fordham University and had served as superintendent of schools in the New York Archdiocese. He also had been a member of the executive board of the National Catholic Educational Association. Among his books published were: *Our First Communion*, *Mass for Children*, and *Our Sacraments*. He was 69 years old.

• **REV. WILLIAM FRANCIS LYNCH**, chairman of the biology department at St. Ambrose College, died at the age of 55 in December at Davenport, Iowa. Father Lynch was nationally known for his research and writings in the field of marine life. He was the first priest to be elected a member of the Marine Biological Laboratory, Wood's Hole, Mass., which is limited to 400 members.

• **REV. THOMAS J. M. QUINN, S.J.**, died, Dec. 9, at Chestnut Hill, Mass., at the age of 74. Since entering the Jesuits in 1904 Father Quinn had taught at Canisius High School in Buffalo, N. Y., Holy Cross College, and Boston College. For the last nine years of his life he had assisted in the retreat program at Pomfret Center, Conn.

• **REV. WILLIAM A. RIORDAN, S.J.**, died, Dec. 6, after undergoing an emergency operation at St. Clare's Hospital, Manhattan, N. Y. Father Riordan was a scholar in the Greek and Latin languages and taught the classics at Canisius College, Buffalo, N. Y., and for the past 17 years at St. Peter's Preparatory School in New Jersey. He was 58 years old.

• **MSGR. THOMAS QUIGLEY**, president of the National Catholic Music Educators' Association, died Dec. 26 in Pittsburgh, Pa. He was pastor of St. Bernard's Parish and formerly was superintendent of Pittsburgh's parochial school system. He was 55.

• **REV. FRANCIS J. BOLAND, C.S.C.**, president of Stonehill College, North Easton, Mass., from 1951 to 1955, died, Dec. 31, at the age of 64 in New

York City. He had also served on the faculties of St. Edward's University, Austin, Tex., and the University of Notre Dame, Ind. Until his death Father Boland had served as chaplain at Veterans Administration Hospital, New York City.

• **REV. WILLIAM J. DEVLIN, S.J.**, nationally known priest-psychiatrist, died, Jan. 8, of a heart attack in Chicago, Ill. The 55-year-old priest had earned seven degrees and was the first man to receive a doctor of medicine degree after entering the Jesuits. Father Devlin was a consultant at Loyola University's center for psychological guidance and also for the Milwaukee Psychiatrist Services for the Milwaukee Catholic Social Welfare Bureau.

• **REV. GEORGE A. KEITH, S.J.**, who was the first dean of men at the University of Detroit when it opened in 1922, died, Dec. 28, at the

Jesuit novitiate in Florissant, Mo. Father Keith had taught English at Regis in Denver, Colo., and at St. Ignatius' College in San Francisco, Calif. He was noted for his lecture on "The Sacred Love of the Mass."

• **REV. JOHN M. HERROUET, S.S.E.**, a founder of St. Michael's College, Winooski Park, Vt., in 1904, died in January at the age of 77. Father Herrouet was also the procurator general of the Society of St. Edmund. A native of France, Father Herrouet spent 53 years at St. Michael's as a professor of Latin and Greek. He also was dean of studies from 1923 to 1930 and chairman of the department of classics.

• **BROTHER JOHN BERCHMANS, F.S.C.**, former principal of Creton High School in St. Paul, Minn., died in December at Glencoe, Mo. He was 72 years old.

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New Books

Procedures and Preparation for Counseling

By William C. Cottle and N. M. Downie. Cloth, 330 pp., \$8, Text Edition, \$6. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This book, by two noted psychologists, is an outline of what information an educational counselor can get before the initial counseling interview which will help him do a better job. They feel the counselor "should have some idea of the problems the client will present and the background from which they arose." They emphasize that this is not a text in counseling theory but deals with pre-counseling techniques.

Dr. Cottle, the senior author, is assistant director of the guidance bureau and director of the rehabilitation counselor training program at the University of Kansas while Dr. Downie is in charge of the counseling psychology program at Purdue. Dr. Cottle is the immediate past president of the National Vocational Guidance Association.

This indexed book is divided into twelve chapters. The authors begin with a general discussion of the "Preparation for Counseling." They then explore "Records and Personal Documents" and "Observation for Counseling Purposes," which reviews a wide variety of rating scales plus other observational data including irregularities during testing and client vocabulary.

Drs. Cottle and Downie then discuss "The Initial Interview" and suggest how one should go about "organizing an educational-vocational case study for a client." This is followed by two chapters on the proper use of statistics for an understanding of test data.

The next four chapters deal with types of tests and their value in counseling. Chapter titles are: The Selection and Use of Standardized Tests; Evaluation of Abilities and Aptitudes; Interests, and Evaluation of Other Personal Data, which covers such tests as the MMPI, problem checklists and projective techniques and attitude scales.

The last chapter looks at "The Counselor's Research." In this chapter, the authors discuss the evaluation of the counseling program and suggest how "research can contribute information of value to the counselor and the client."

This book is recommended for all school libraries and should be read by anyone who has been assigned to pupil personnel work without formal training in counseling and guidance. Even the teacher who is hard pressed for time may find that she can do a better job of dealing with the problems in the classroom if she has a clearer knowledge of the wide variety of data that might be brought to bear on the problem. *Procedures and Preparation for Counseling* is a handy introduction to the aids that are available.

—Richard S. Fitzpatrick, Ph.D.

Epistemology

By Louis-Marie Regis, O.P. Translated by Imelda Choquette Byrne. Cloth, 549 pp., \$6.50. Christian Wisdom Series. The Macmillan Co., New York 11, N. Y.

In this reviewer's opinion, Father Regis'

book offers students and teachers the most superb presentation of Thomistic epistemology which has thus far appeared. His brilliant delineation of the epistemological problem and his lucidity in drawing from the teaching of St. Thomas the solution to this problem will be of inestimable value to fledgling philosophers and their teachers in coming to grips with the problem which has, unfortunately, become the problem of modern philosophy: the relationship between knowing and being.

The work is divided into four parts: The epistemological problem; What does it mean to know?; What does it mean to know truth?; What is the knowledge of infallible truth?

In Part One Father Regis discusses the

meaning of problem in general before touching the epistemological problem as such. Briefly put, a problem is born when two storytellers tell different stories about the same fact or the same universe. This arouses in man a psychological shock involving fear, and wonder which begets investigation and discovery. Father Regis then examines the writings of Descartes, Kant, and certain Neo-Scholastics who have succumbed to the basic premise of idealism in order to identify the two storytellers who have created the modern epistemological problem. The author's criticisms of all idealism, including the Neo-Scholastic variety, is crushing. For him, the nightmare presented to the philosopher by the epis-

(Continued on page 73)

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NEW BOOKS

(Continued from page 71)

temological problem has its source in the failure to ask the right questions in the right order. For St. Thomas, the problem is not so much whether man can have knowledge (because any answer to this question implies that he can) but rather has its origin in trying to evaluate the two storytellers he heard, Plato and Aristotle, and to answer the question: "What is the principle whose presence enables Aristotelianism to explain successfully the universe and whose absence sterilizes Platonism and transforms it into a mythology of the physical universe?" To answer this question the final three portions of the work are devoted. In them the author takes up the nature of our knowledge of the universe, tries to explain the characteristic property of this knowledge—namely, truth or falsity—and finally determines why some truths are absolutely certain, some relatively certain, and others only probable. The exposition of St. Thomas' teaching on the nature of human knowledge contained in the three final parts of the work is masterful.

The only criticism which may relevantly be leveled against Father Regis' magnificent text is that he does not bring out sufficiently the fact that epistemology has for its primary function its role as the defensive part of metaphysics. That is, he does not sufficiently indicate that epistemology as such is metaphysical wisdom, but this time regarded as concerned with defending not only the first principles of metaphysics itself but also the first principles of the other human sciences. Be that as it may, the author's *Epistemology* is by far the outstanding text in the field. His devastating criticisms, by the way, of idealistically inspired Neo-Scholastics, cuts the ground from many of the existing texts of so-called "Thomistic" epistemology.

—William E. May.

Creative Arts and Crafts Activities

By Arthur S. Green. Paper, 95 pp., \$4.95. T. S. Denison & Co., Minneapolis 15, Minn.

Creative Arts and Crafts Activities is directed to aid parents, classroom teachers, art teachers, child therapists, club and camp counselors in their approach to teaching children arts and crafts. The author, advocate of the creative, expressive approach, suggests various modes that can be utilized within projects which will help to bring forth the child's artistic abilities into a real personal experience.

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This is a fine book for those who work with children, for in a very succinct style the author aids the adult to better understanding the child's approach to his life, his experiences in it, and his ability to communicate them through the medium of arts and crafts. —P. Straub.

(Continued on page 74)

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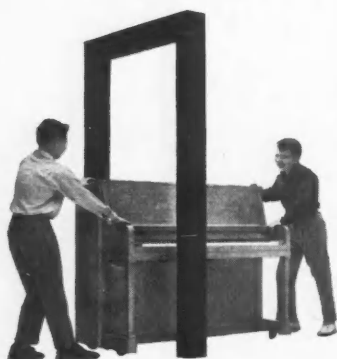
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NEW BOOKS

(Continued from page 73)

Art From Scrap

By Carl Reed and Joseph Orze. Boards, 88 pp., \$3.95. Davis Publications, Inc., Worcester 8, Mass.

The approach of *Art From Scrap* is at one and the same time concerned with the theory behind and the practical utilization of economical materials in preference to the expensive in the field of creative art.

The authors have done an excellent piece of work, for the smooth, easy, readable style of the text coupled with the beautifully presented layout of illustrations set in the medium of photographs has resulted in a book that supplies many of the answers to the creative art program limited by lack of supplies and tools. It will, therefore, be welcomed by teachers at all levels—advanced secondary art students and the undergraduate. It is a fine supplementary text as well as a teacher's reference, offering many fascinating suggestions for projects and their materials in the areas of sculpture, graphics, mosaics, and puppetry. Drawing and painting are not found in this text, as the materials used in these modes are not expensive and there is not the demand for substitute materials.

Indeed the authors have more than accomplished what they have set out to do, for while they have demonstrated what can be done with "easily obtained free and/or inexpensive materials" in creative art programs, they have also given to their audience a book that exudes quality.

—P. Straub.

The Book of Mary

By Henri Daniel-Rops. 224 pp., \$4.95. Hawthorn Books, Inc., Englewood Cliffs, N. J.

The publisher has subtitled this book "The Quest for the Historical Mother of Jesus." This is an apt description, since the eminent French author has searched for all that is known about the Mother of the Savior. Apocryphal writings have also been consulted and reported herein to give a rounded picture of what Christians have set down concerning Mary. The author has been careful to set the apocryphal apart and to clarify its place among the historically accurate documents and papal pronouncements.

The book is divided into two parts: Part One presents the historical fact, while Part Two presents the documents.

Thirteen full-color reproductions of famous masterpieces have been included. However, it would have been better to reproduce fewer paintings in full page size. Miniatures seem an afterthought.

—W. Straub.

Encyclopedia of the Papacy

By Hans Kuhnert. Cloth, 249 pp., \$6. Philosophical Library, Inc., New York 16, N. Y.

This book gives a concise historical account of each Pope, from St. Peter to Pius XII. Exact dates are given, as well as informative information about each pontificate. However, the author has not limited himself to the recounting of historical facts. There are many items of human interest concerning the various pontiffs. Laymen and clergy alike will find this book of interest. —W. Straub.

(Continued on page 76)

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NEW BOOKS

(Continued from page 74)

The Old Testament and Our Times

By Margaret T. Monro. Cloth, 105 pp., \$3.50. Longmans, Green and Co., Inc., New York 18, N. Y.

Originally the material contained in this book appeared in the form of magazine articles. This factor has definite disadvantages, but it does not detract from the purpose of the author: to whet the interest of the newcomer to the Old Testament.

An interesting and useful feature of the book is the inclusion of special sections *For Reading* and *For Discussion*. The

former is intended as additional reading material, other than that found in the chapters themselves; while the latter is intended for discussion groups. The book is thus well sub-titled: "A Short Reading Course with Subjects for Discussion."

—W. Straub.

A Practical Spanish Grammar

By John G. Friar and George W. Kelly. Paper, 184 pp. Garden City Books, Garden City, N. Y.

This is a paper-book reprint of a very practical grammar developed for use by employees of the U. S. Department of Justice and Naturalization Service. It includes a useful vocabulary of words similar in English and Spanish, and a general vocabulary.

Educational Trends in the Caribbean: European Affiliated Areas

By Dr. Charles C. Hauch, U. S. Office of Education. For sale at 60 cents by the Supt. of Documents, Government Printing Office, Washington 25, D. C.

An account of education in Caribbean areas controlled by Europe (British, Dutch, and French Guiana, and British Honduras.)

Pauline Mysticism: Christ in the Mystical Teaching of St. Paul

By Alfred Wikenhauser. Cloth, 256 pp., \$4.50. Herder & Herder, Inc., New York 36, N. Y.

This is the first study of St. Paul's mysticism from a Catholic source. The author uses the term mysticism in its broader sense—in the sense used not only in Christian theology but in comparative religion generally. It represents that form of spirituality which strives after and experiences immediate contact of the soul with God.

Catechism Key for Primary and Continuation Schools and for Converts

By Rev. James Abbot. Paper, 80 pp. M. H. Gill & Son, Dublin, Ireland. 1960.

The Elements of Bridge

By Charles H. Goren. Cloth, 420 pp., \$3.95. Doubleday & Co., Inc., New York 22, N. Y.

This is an excellent text on bridge for novices as well as a refresher for "semi-experts." The book teaches the basic aspects of contract bridge, bidding and play of the hand, and explains errors in detail. The unique arrangement of the book requires a thorough knowledge of each lesson, and makes it impossible to skim or skip through the book.

International Education

Edited by David G. Scanlon. Paper, 196 pp., \$1.25. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This documentary history takes up (1) the pioneers of international education, (2) the organization, (3) the meeting of peoples, (4) helping people help themselves, (5) communication and the world society.

Thoughts on Love and Marriage

By Father Alfred Martin, O.F.M. Paper, 65 pp. Friar Magazine, Rochelle Park, N. J. Father Martin writes that every marriage needs "insurance policies for happiness." He discusses love in a simple manner, emphasizing that selflessness is the key to a successful marriage. Some of the author's ideas are refreshingly forthright. The book will supply a good springboard for further thought and discussion for high school and college marriage courses.

The Mysterious Trunk

By Elizabeth Harrover Johnson. Cloth, 153 pp., \$2.95. Ives Washburn, Inc., New York 18, N. Y.

The secrets of an old whaling trunk keep the reader guessing until the last page of this book for young people. Katie, Jim, and Martha Hunt, and their mother inherit a trunk which possesses a "mysterious power." The events and clues leading to the discovery of the trunk's "magic" are fascinating and believable reading.

(Continued on page 78)



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NEW BOOKS

(Continued from page 76)

Past to Present

By Sydney H. Zebel and Sidney Schwartz. Cloth, 708 pp., \$5.48. The Macmillan Co., New York 11, N. Y.

This world history text will undoubtedly find acceptance, but the reviewer hesitates to advocate this text for use in Catholic school systems. The treatment of religion, in particular, is broad and leaves much unsaid.

Past to Present contains a number of "guideposts" for the student. There are fifteen units, each dealing with a major period or phase of history. The units are divided into lessons, which in turn are sub-

divided. This "outlining" is good, but it is hoped the student would have more than an outline knowledge of history, regardless of the publisher's remarks to counteract such a trend of study.

The text has merits, but the reviewer felt he had read a broad thumbnail sketch of world history. Many things were treated in a cursory manner so as to raise numerous questions in the reader's mind.

—W. Straub.

Storming of the Gateway

By Fairfax Downey. Cloth, 303 pp., \$5.50. David McKay Co., Inc., New York 18, N. Y.

Chickamauga, Lookout Mountain, Missionary Ridge, Chattanooga, are names that call up thrilling memories of a complicated

campaign of the Civil War. Here Fairfax Downey presents an action-filled account of the battles that opened the gateway to the southeast.

The author devotes a great deal of informed attention to details—especially to arms and terrain. He emphasizes also the characters of the leading (in the sense of rank) participants, Bragg, Rosecrans, Thomas, Grant, Forrest, and others, and the part they played in the final outcome. In several appendices he presents the manual for loading the rifle, the various units in both the opposing armies with their respective losses, some of the poems, verses, and songs inspired by the campaign, and other matters. On the debit side are a number of somewhat annoying typographical errors and what this reviewer regards as serious lack of maps in the book itself. The end paper maps are good but not sufficient to enable the reader to follow the action.

This is a good book for junior and senior high school libraries. —A. Croft.

The World of Carnegie Hall

By Richard Schickel. Cloth, 438 pp., \$8.50. Julian Messner, Inc., New York 18, N. Y.

Since 1891, when Andrew Carnegie paid for the erection of the Concert Hall named after himself, Carnegie Hall has been the scene of the greatest American triumphs in music and the related arts. A successful concert in this hall has meant fame and a high career for singers, instrumentalists, dancers, and in a few cases for statesmen, geniuses, and even for outrageous frauds. The author in telling the biography of the old hall tells also much of the life story of the music and musical greats of the colorful nineties and of the first five decades of this century. Teachers of music will enjoy particularly the sketches of the musical notables and even of the queer lecturers who appeared on the platform of "Old Carnegie."

History of Religion in the United States

By Clifton E. Olmstead. Cloth, 640 pp., \$10. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This work is largely a history of the Protestant churches in the United States. The story of the early Catholic missions in the South and West provides a necessary introduction to the development of religion in the area now comprising the United States. The story of Catholicism is mostly presented on the negative side, emphasizing the difficulties of the Church during the last half of the nineteenth century and the early decades of the present century. The vast progress of Catholic religious service to immigrant groups, as well as growth in education, social work, charity, and the influence on American culture, are almost completely overlooked.

A Concise Dictionary of Ecclesiastical Terms

By Rev. Frederick L. Eckel, Jr. Paper, 64 pp., 60 cents. Whittemore Associates, Inc., Boston, Mass.

This dictionary for the laity is based on the traditional usage of the Church of England, or the Protestant Episcopal Church, but includes terms used by other religious denominations.

(Continued on page 80)



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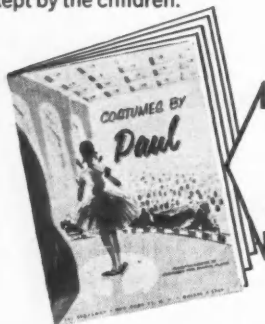
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NEW BOOKS

(Continued from page 78)

Two History Texts

Two recently published world history texts are:

The History of the World, by Arthur E. R. Boak, Preston W. Slosson, Howard Anderson, and Hall Bartlett. Cloth, 792-lvi, \$5.28. Houghton Mifflin Co., Boston, Mass.

Our World Through the Ages, by Nathaniel Platt, Muriel Jean Drummond. Cloth, 705 pp. Prentice-Hall, Inc., Englewood Cliffs, N. J.

Both texts have much merit. However, there are several factors which place *Our World Through the Ages* above *The History of the World*. In the general treatment of history, the former is more closely allied with the history of Christianity, and the Catholic Church in particular. Thus the text could be used in Catholic schools to good advantage. Also, the organization and treatment seems broader in coverage. Second, the choice and handling of illustrations is superior in the former. This holds true for the time charts as well.

The review sections at the end of each chapter and each unit are more comprehensive. There is no doubt about the expertness of the authors. The presentation of the material makes the difference. — W. Straub.

By Their Fruits

By Sister M. Edith Dye, O.S.U. Cloth, 90 pp., \$2.50. Greenwich Book Publishers, New York 17, N. Y.

This is a social biography of Frederick Kenkel, of St. Louis, who during a long lifetime as journalist and editor, pioneered in spreading Catholic principles of social reform with especial emphasis on the welfare of the workingman and the family. Practically all of his thinking on social conditions can be traced back to Pope Leo III's Encyclical on Labor, which was made public about three years after Kenkel as a young man completed his years of study in Europe. The encyclical seems to him to formulate perfectly the principles and solutions which he had worked out far less clearly and completely in studying and observing the German Christian social writers and reformers of the time. In all his writings he was keenly aware of American conditions and of the need for adjusting the papal views to the political changes and economic growth of the United States.

It is a pity that Kenkel never received the attention he deserved. At first he wrote for *Amerika*, a German-language daily published in St. Louis. Later, when lack of support caused this paper to suspend publication, he edited the *Central-Blatt* and *Social Justice* magazine of the Catholic Central Verein, (the national federation of German Catholic mutual-aid societies). In both periodicals he addressed an audience which because of a drop in German immigration and World War I was diminishing in numbers as well as influence.

In all his writings he was somewhat

(Continued on page 81)

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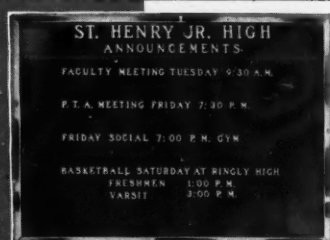
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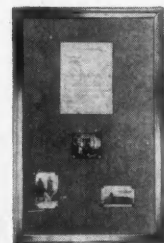
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NEW BOOKS

(Continued from page 80)

ahead of his time and perhaps more philosophic than his readers were ready to appreciate. He was always a constructive critic of social and economic conditions and outspoken in his opinions relating both to capital and labor. For many years he was a sage adviser to the local and state organizations of the Central Verein in matters of social legislation which these organizations proposed and supported or opposed. The Central Bureau of the Central Society and its great library of books, periodicals, and clippings on economics, history, and sociology are a lasting monument to Kenkel's zeal and self-sacrificing devotion to the ideals of Catholic solidarity.

Christian Beginnings

By Jacques Zeidler. Cloth, 184 pp., \$2.95. Hawthorn Books, New York, N. Y.

This book is a carefully documented history of the first three centuries of the life of the Church. It makes clear the missionary activities of the Apostles and of the early bishops, and provides an interesting account of the political bases for the persecutions which the Church faced. The book closes with a chapter on the final triumph of the Church. It makes clear many of the details of the personal religious lives of the earliest Christians.

The Prophets

By Joseph Dheilly. Cloth, 158 pp., \$3.50. Hawthorn Books, Inc., Englewood Cliffs, N. J.

This latest addition to the *Twentieth Century Encyclopedia of Catholicism* explains the history of the prophets of the Old Testament from the standpoint of the literary remains; mostly the writings of the Old Testament; the psychological aspects of the prophetic writings; and the theological implications of the prophets and their prophecies on the Christian religion.

The War

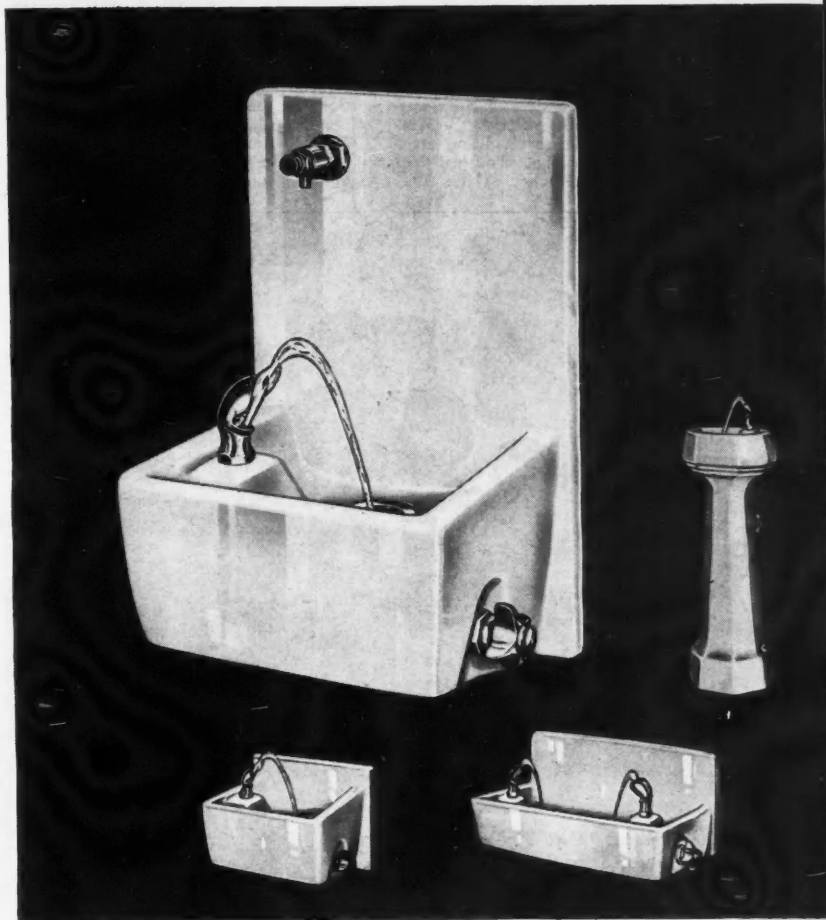
By Louis L. Snyder. Cloth, 579 pp., \$7.95. Julian Messner, Inc., New York 18, N. Y.

While this book is accurately described in the subtitle as a "concise history, 1939-1945," it is a large volume written with all the feeling and excitement, and with the vividness of a participant in the world-shattering tragedy of the 1940's. Later accounts of World War II will undoubtedly be written with far less partisanship and antagonism, but it is not likely that any book will more clearly reflect the times and the people who lived through them and took part in the inhuman struggle for democracy and human freedom.

The book is astonishingly complete. Part One outlines the early stages of the Axis aggression which led to the Blitzkrieg against Poland and the subsequent explosion that involved at first the countries of Europe and then the United States and the whole world. Part Two is devoted to an account of the triumphs of Hitler and the struggle that resulted in the attack on Russia and the American entry into the war. The third and fourth parts tell of the Japanese early victories and the slow change in the tide which resulted in the halting of Japan by the American forces, the defeat of the German armies in Africa, and the reversal of Germany's thrusts into Russia. Parts Five and Six describe the

(Continued on page 82)

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NEW BOOKS

(Continued from page 81)

progress of the war in Italy, then in France and Germany, and finally in the Japanese-held territories and on the Japanese islands. Accounts of the final victories of the Allies and the immediate sequel of the war, its effects on Europe and the eastern Asiatic countries, complete the book. The book is brilliant in many of its descriptions of campaigns; it is absorbing in the sweep of events and the characterizations of the leading figures on both sides of the devastating holocaust. Books written a generation hence will not be so vivid and exciting; but it is likely that they will not justify every act and policy of the Allies

and will view a bit more accurately some of the nonpolitical military men of Axis.

Educational Ideals in American Society

By Robert E. Mason. Cloth, 337 pp. Allyn & Bacon, Boston, Mass., 1960.

This book represents an integration of important aspects of history of education, educational sociology, and philosophy of education. The author treats the facts of these three areas in the context of the great debate in modern American education. He begins the main content of the text by pointing up the important features of early American education especially the roll that religion and private control play in school policies.

In Chapter III the tradition of the three R's in American education is outlined and its modern educational counterpart, Essentialism, is reviewed. The author devotes some time to a practical evaluation of Essentialism, pointing up both its strengths and weaknesses.

A nutshell review of the most influential philosophies of the day is given in Chapter IV. The beliefs of monism, dualism, and pluralism are placed in the context of educational theory, along with the basic conceptions of the nature of man. The two options he considers most likely to affect the great debate are humanism and scientific naturalism.

The next three chapters are devoted to the basic beliefs of those educational theorists who rely upon "science and nature" as the source of educational principles and practices. The role of educational technology, the child-centered school, and social reconstructionism in the "new" education are given quite thorough and practical discussion. However, "equal time" is given by the author to the critics of the "new" education in the next four chapters. The humanistic, supernaturalistic, and conservative views are stated and their philosophical underpinnings are presented.

The last five chapters represent the author's synthesis of those beliefs which he considers the fundamental ingredients of a sound theory for modern American education. The key criterion for his judgments is *critical intelligence*. With this criterion he chooses his basic epistemological, metaphysical, and ethical beliefs as well as the educational principles to guide curriculum, method, and administration of American schools.

— A. M. Dupuis, Marquette University

Benjamin Harrison, Hoosier Warrior

By Harry J. Sievers, S.J. Cloth, 374 pp., \$6. University Publishers, Inc., New York 22, N. Y.

This is the opening volume of a 3-volume biography of Benjamin Harrison. It tells the story of his very modest beginnings, of his birth in 1853, and boyhood and young manhood through the years of his Civil War service. Harrison was, during his whole life, a politician, but his service in the federal army was that of a dedicated soldier. The book was first issued in 1952 and is here presented in a revised edition in which the author has been able to correct minor errors and inaccuracies.

Seven Sages: The Story of American Philosophy

By H. B. van Wesep. Cloth, 450 pp. \$6.95. Longmans, Green & Co., Inc., New York 18, N. Y., 1960.

Here we find a popular distillation of the thought of seven pillars of American philosophy: Franklin, Emerson, James, Dewey, Santayana, Peirce, and Whitehead. Although the book is inaccurate on points, it is on the whole a good introduction to the basic ideas central to the philosophy of the figures represented.

Perhaps the most significant contribution of the book is the author's attempt to show that there has been, in essence, a common philosophy, typically American, which has been developed at the hands of these key figures. This philosophy, van Wesep maintains, is realist, pluralist, evolutionary, and concerned with the betterment of human living. The author's attempt to establish his point here gives unity to his work and does much to show the conti-

(Continued on page 84)

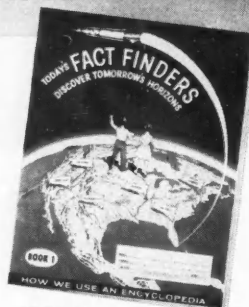


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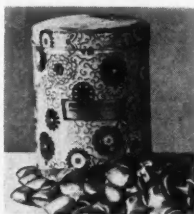
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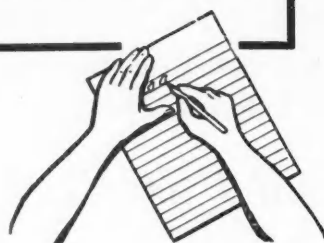
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NEW BOOKS

(Continued from page 82)

nity of philosophical experience in America. And there is much truth in what he says, although his concern to maintain this thesis does lead to the inaccuracies which mar the text, especially when he is speaking of Whitehead. Moreover, he has succeeded in giving readers this picture of American philosophy only by arbitrarily cutting off from the mainstream of American thought such giants as Jonathan Edwards and Josiah Royce, whose ideas obviously cannot be put into the same frames as those of the men he has selected. This fact shows that American philosophy is not quite the homogenous blend which Mr. van Wespel would like to make of it.

In addition, the author's contention that Christianity and revealed religion are "outmoded" crutches inappropriate for a genuine philosophical commitment could well be contested.

Seven Sages, while offering a lively biographical and cultural study of seven important American philosophers, unduly restricts the scope of American philosophy in some fundamental questions.

—William E. May.

Piper Books

Three new editions have been added to the Piper Books series of biographies published by the Houghton Mifflin Co., Boston 7, Mass.

Amelia Earhart, First Lady of the Air, by Jerry Seibert. Cloth, 191 pp., \$1.64. The author stresses Amelia Earhart's fearlessness.

Christopher Columbus, Sailor and Dreamer, by Bernadine Bailey. Cloth, 192 pp., \$1.64. This book shows Christopher Columbus' struggle to make his dream come true.

Kit Carson, Mountain Scout, by Donald E. Worcester. 192 pp., \$1.64. Kit Carson's honesty and alertness helped him become a great man.

The series is written in story form for children in grades four to six. The biographies emphasize both the childhoods and adult lives of the famous people, and stress outstanding character traits. Each of the books is informational as well as very enjoyable to read.

Vocations in Your Classroom

By Sister Maria Giovanni. Paper, 88 pp., \$4. Maryknoll Publications, Maryknoll, N. Y., 1958.

Ideal for use during vocation month, this visual-aid unit consists of eight 11- by 14-in. illustrated cards on the religious vocation, 12 flash cards 3 1/2 by 14 in., and a set of 50 prayer cards for distribution to the pupils. A teacher's manual is also included.

The New Testament Apocrypha

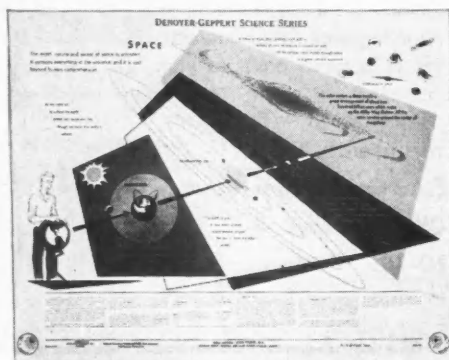
By Jacques Hervieux. Cloth, 188 pp., \$2.95. Hawthorn Books, Englewood Cliffs, N. J.

This book outlines the character and content of the apocryphal writings concerning the Blessed Virgin Mary, our Lord, and the Apostles. It makes clear that these writings have never found favor with the Church because they are not reliable and lack the quality of divine inspiration which the Gospels have.

(Continued on page 87)

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NEW BOOKS

(Continued from page 84)

Mechanical Drafting Essentials

By F. T. McCabe, Charles W. Keith, and W. E. Farnham. Paper, quarto, 263 pp. Pentice-Hall, Inc., Englewood Cliffs, N. J.

This is the third edition of a popular text-workbook. It begins with the simplest principles of orthographic projection and leads into machine and sheet-metal drafting. A section offers nine machine parts in blueprint form for the study of current industrial techniques; another section provides principles and examples of simple isometric drawing. A final series of chapters introduces the student to simple sheet-metal drafting practice.

Junior Science Books

Edited by Nancy Larrick, Ed.D. Cloth, 64 pp. each, \$2.25 each. The Garrard Press, Champaign, Ill.

Dr. Nancy Larrick, who was the first president of the International Reading Association, designed and edited these illustrated science books for primary grade children. The simply written series includes:

Beavers, by Alexander L. Crosby. Interesting anecdotes enliven facts about these valuable animals.

Electricity, by Rocco V. Feravolo. Author Feravolo, who is an elementary school principal and science chairman of the public schools of Morristown, N. J., received the Science Teachers Achievement Recognition Award in 1957.

Flying, by Rocco V. Feravolo. The experiments included will be fascinating to any child interested in airplanes.

Magnets, by Rocco V. Feravolo. More experiments are featured to demonstrate the intriguing power of magnets.

Stars, by Phoebe Crosby. A good springboard for future students of astronomy is presented. However, the illustrations and diagrams of stars should have been labeled more clearly to avoid any confusion on the part of the young reader.

Trees, by Robert S. Lemmon. Conservation is stressed.

Case Studies in School Supervision

By J. Bernard Everett, Mary Downing, and Howard Leavitt. Paper, 58 pp., \$1. Rinehart & Co., Inc., New York 16, N. Y.

The cases are presented "to help bridge the gap between the theory and practice of school supervision."

Vocational Planning for College Students

By Henry Borow and Robert V. Lindsey. Paper, 186 pp. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This book presents a course to help college freshmen and sophomores evolve a sound vocational program for themselves.

Success in Spelling Series

Grades 2, 3, 4, 5, 6, 7, and 8. Revised edition. By Richard Madden and Thorsten Carlson. Cloth, \$1.44 each; paper workbooks, 76 cents each. World Book Co., Yonkers-on-Hudson 5, N. Y., 1960.

A total of 3710 words is presented in the series. The spelling program is organized into 36 weekly study units, every sixth of which is a review unit. With each lesson there is a story, appropriate to the grade level, using the new words. The

books contain small colored illustrations. Dictionary use and handwriting is emphasized.

Basic Clerical Practice

By Emma K. Felter and Marie Reynolds. Second edition. Cloth, 371 pp., \$4.48; paper workbook, \$1.88. Gregg Publishing Div., McGraw-Hill Book Co., New York 36, N. Y., 1959.

This text is designed for nonsecretarial students who have had limited success in other vocational business training.

Business English Essentials

By Greta L. Larson. Second edition. Paper, 184 pp., \$2. Gregg Publishing Div., McGraw-Hill Book Co., Inc., New York 36, N. Y., 1959.

Part One of the book reviews English essentials. The last three sections provide study of business letter writing.

Gregg Transcription for Colleges

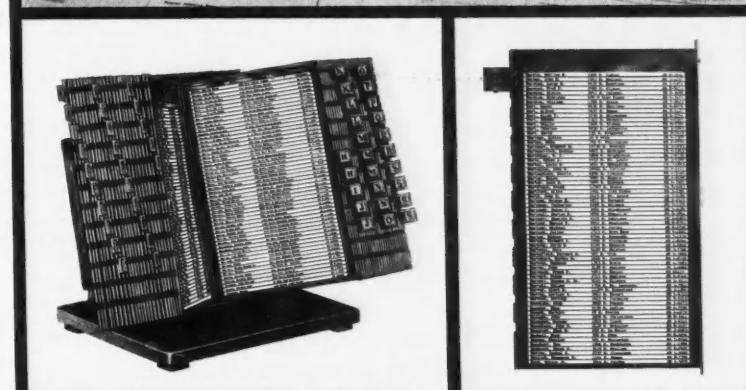
By Russell J. Hosler, Robert L. Grubbs, and George A. Wagoner. Paper, 256 pp., \$4. Gregg Publishing Div., McGraw-Hill Book Co., New York 36, N. Y., 1959.

This simplified text is designed to teach the student to combine the skills of shorthand, typewriting, and English in the process of typewritten transcription.

Sports Library Guides

Three new editions for the Sports Library for Girls and Women have been

(Continued on page 88)



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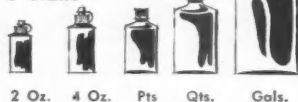
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NEW BOOKS

(Continued from page 87)

published by the American Association for Health, Physical Education, and Recreation, Washington 6, D. C. These paper publications, at \$1 each, are:

Basketball Guide, 1960-61, edited by Irma Schalk, 160 pp.; *Field Hockey—Lacrosse Guide, 1958-1960*, edited by Elizabeth F. Cooper and Marion R. Phillips, 144 pp.; *Soccer—Speedball Guide, 1960-1962*, edited by Ruth Sevy and Mary B. Alderson, 128 pp.

Each guide contains official playing rules for girls and women, various articles and bibliographies, and teaching aids and techniques.

Jobs and Futures in Mental Health Work

By Elizabeth Ogg. Paper, 28 pp., 25 cents. Public Affairs Committee, Inc., New York 16, N. Y.

Featured in this pamphlet is a two-page chart showing the educational requirements, costs, facilities, and scholarships for each of the five main professions in the mental-health field.

A Handbook for the New Teacher

By Willard Abraham. Paper, 60 pp., \$1. Rinehart & Co., Inc., New York 16, N. Y.

This lively discussion offers the beginning teacher help in getting over the "rough spots" of teaching.

Free and Inexpensive Health Instruction Materials

By John R. LeFevre and Donald N. Boydston. Paper, 71 pp., \$2.50. Southern Illinois University Press, Carbondale, Ill., 1959.

Material listed is literature in the form of posters, charts, leaflets, and pamphlets, offered free or for one dollar or less.

Revolution in the High School

By Brother Joseph Steven, F.S.C. Paper, 72 pp., 50 cents. St. Mary's College Press, Winona, Minn.

Brother Joseph Steven presents a plan by which high schools can become more efficient and handle an increase of 60 per cent in students with an increase in faculty of 33 per cent.

1960 Official Guide to Catholic Educational Institutions

2nd Annual Edition. Paper, 478 pp., \$2.95. Catholic Institutional Directory Co., New York 1, N. Y.

The guide lists all U. S. Catholic colleges and universities and the financial help they offer. It also includes Catholic schools of nursing, seminaries, training programs offered by Catholic religious orders, secondary-level boarding schools, diocesan teachers' colleges, and diocesan superintendents of schools.

Articles are included on "Who Should Go to College?" "Preparing for College," "Selecting the Right College," and "Financing a College Education."

Readings in Ancient and Medieval Philosophy

By James Collins. Paper, 340 pp., \$2.50. The Newman Press, Westminster, Md.

(Concluded on page 90)

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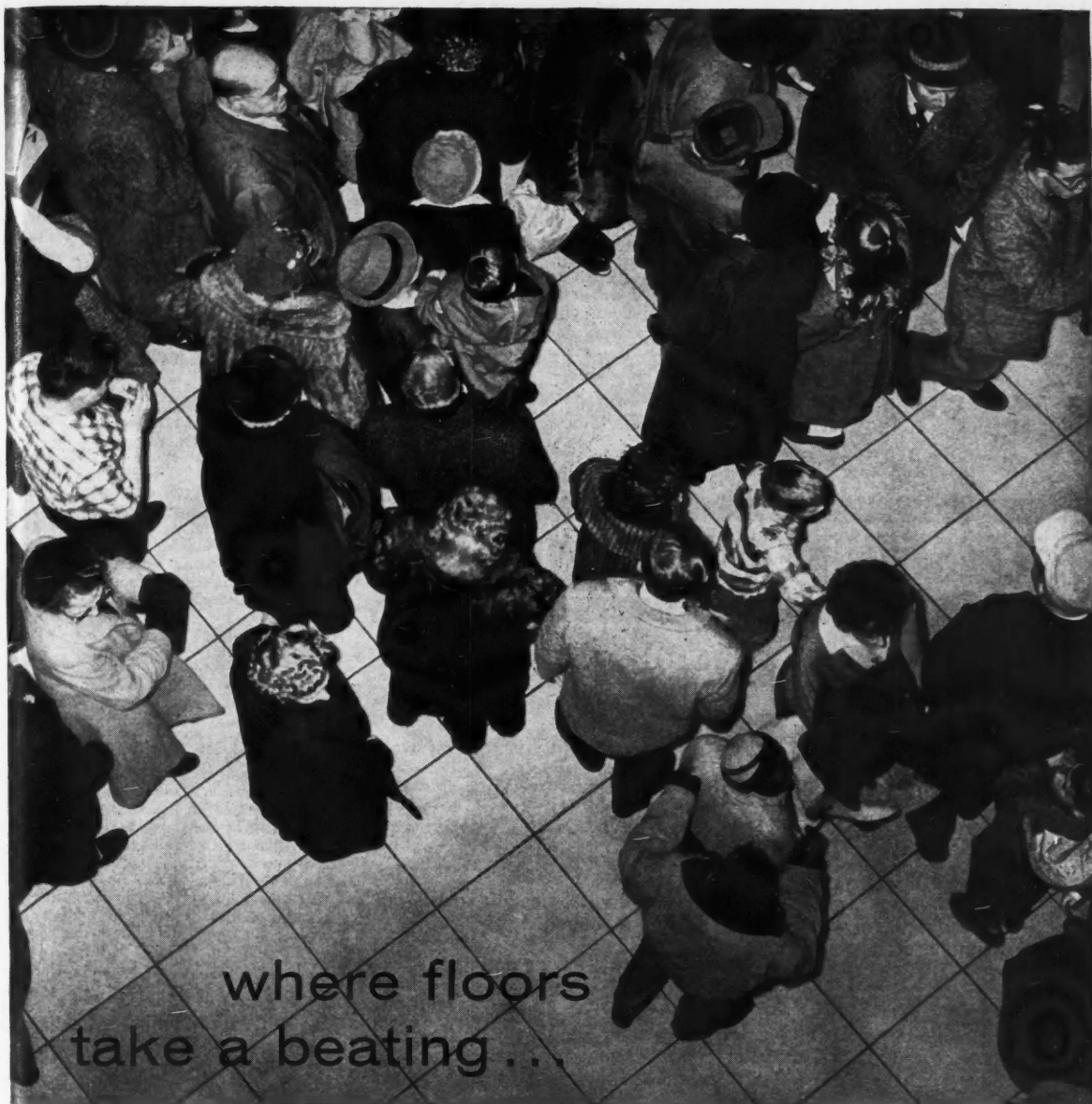
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NEW BOOKS

(Concluded from page 88)

To an excellent sampling of writers on the Greek and Roman philosophers, this book provides 30 discussions of the Christian philosophic writers of the middle ages. The Arabian and Jewish philosophers have not been neglected, but there is heavy emphasis on Grosseteste and Thomas Aquinas, and on the representatives of the Franciscan school.

Pasteur and Modern Science

By Rene Dubos. Paper, 159 pp., 95 cents. Doubleday & Co., Inc., New York 22, N. Y.

This popular work tells in a most interesting way the story of Pasteur's life and scientific research. It indicates that much of the modern science is based on the findings of this simple French freelance scientist.

Your Nursing Services Today and Tomorrow

By Elizabeth Ogg. Paper, 28 pp., 25 cents. Public Affairs Committee, 22 E. 38 St., New York 16, N. Y.

This Public Affairs Pamphlet No. 307 outlines the modern organization of the nursing profession for service in and out of the hospital and tells the public what it can expect of nurses.



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The Madonna Speller Series

Grades 2 to 8. By Thomas George Foran and Sister M. Roberta, O.S.F. Paper, 96 pp. The Catholic Education Press, Washington 17, D. C.

The whole series consists of 4005 words, including 109 Catholic religion words. Each lesson contains exercises on structural analysis of words and a phonetic section. There are mid-week trial and weekly final tests. Grade 2 book contains manuscript writing, with transition to cursive in Grade 3. The series of seven books also emphasizes dictionary work.

How to Express Yourself Vocationally

By Delmont K. Byrn. Paper, 32 pp., single copy, 30 cents. National Vocational Guidance Association, Inc., 1605 New Hampshire Ave., N.W., Washington 9, D. C.

This "handbook for students, parents, teachers, counselors, and principals" comes from the pen of an associate professor of education. Addressed directly to the high school student, it outlines clearly the principles upon which all intelligent choices of occupation must be based. Its reference to specific occupations is general; hence it is not a substitute for information on specific occupations, but is rather a necessary introduction to any and all such literature of which there is an abundant supply.

General Record Keeping

By P. Myers Higgins, Arnold E. Schneider, and Harry Huffman. Fourth edition. Cloth, 369 pp., \$3.96. Gregg Publishing Div., McGraw-Hill Book Co., Inc., New York 36, N. Y., 1959.

This edition contains new material on the principles of using columns and rows to organize information, the petty-cash fund, "bookless" sales records, and a detailed introduction to double-entry book-keeping.

Succeeding in College Entrance Tests

By Joseph R. Orgel, Julius Freilich, and Simon L. Berman. Paper, 314 pp. Oxford Book Co., New York 3, N. Y.

The general character of the Scholastic Aptitude Test, in particular, is carefully explained for students.

Patron Saint Books

Sheed & Ward, New York 3, N. Y., has added the following cloth books at \$2 to the series of individual "Patron Saint Books": *Barbara*, by M. K. Richardson; *Francis*, by Sister Mary Francis, P. C.; *Linda*, by M. K. Richardson; and *Richard*, by M. K. Richardson.

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12. *What causes menstrual odor?*
13. *How can you prevent chafing, especially in summertime?*
14. *Are tampons safe to use?*
15. *Can unmarried girls use tampons?*
16. *Can a tampon get lost?*
17. *How can you learn to use a tampon?*
18. *Why do some girls have cramps while menstruating?*
19. *What can you do for menstrual cramps?*
20. *Should you take physical education while menstruating?*
21. *What about horseback riding, skiing, skating during your period? Dancing too?*
22. *Can you go swimming while menstruating?*
23. *How can you look good when you're feeling blue?*
24. *Why do girls have pimples?*
25. *What can you do about pimples?*
26. *How can you keep fresh and dainty on menstrual days?*
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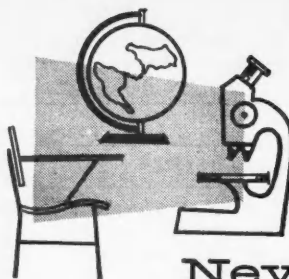
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ing class and project it without delay. Extra copies may be made for students. The system employs three Thermo-Fax products made by Minnesota Mining & Mfg. Co., St. Paul 6, Minn. — an overhead projector, copying machine, and projection transparencies. Send for full details.

(For Further Details Circle Index Code 065)

LOW-COST TEACHING MACHINE

A teaching machine priced at \$20 is now available from Grolier Inc., New York 36, N. Y., publisher of The Book of Knowledge, the Encyclopedia Americana and other reference works. Machine programs and programmed textbooks, which can be used independently of the machine, cost from \$5 to \$15. The device and the instruction material are being produced and marketed under a co-publishing



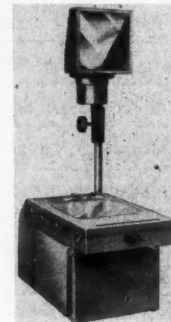
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agreement between Grolier and Teaching Machines, Inc., of Albuquerque, N. Mex., whose president, Dr. Lloyd E. Homme, worked on the nation's first teaching machine research project. Courses are now available in Russian, spelling, algebra, statistics, Hebrew, and fundamentals of music. Other subjects will be available in the near future.

(For Further Details Circle Index Code 066)

VERSATILE OVERHEAD PROJECTOR

A new overhead projection system is available from the Projection Optics Co., Inc., East Orange, N. J. The Projex 1010 projects single- or double-frame 35mm. filmstrips, and 2 by 2 or 3¼ by 4-in. slides,



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as well as other sizes to 10 by 10 in. The projector includes a 1000-watt lamp, a three-position operating switch, folding material shelf, and hinged access doors. It also features a 360-degree rotating head and a hidden, cellophane writing roll.

(For Further Details Circle Index Code 067)

THREE NEW MAPS

The Denoyer-Geppert Co., Chicago 40, Ill., announces three new 64 by 44-in. maps: *Mediterranean Mythology and Classical Literature* (Map S 36aL); *Union of Soviet and Socialist Republics and Adjacent Lands* (Map RL52arp); and *Mediterranean Lands* (Map RL36a). The first map provides a pictorial and geographic study of Greek mythology and literature. The other two maps feature contour-layer coloring and relief shading. Send for the new 1961 catalog illustrating maps, globes, charts, and atlases.

(For Further Details Circle Index Code 068)

(Continued on page 95)

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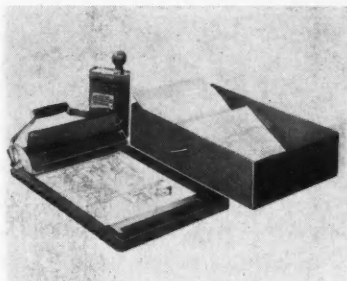
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New Supplies

(Continued from page 92)

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as larger, more expensive duplicators. The unit is available in two sizes, handling letter- or legal-size paper. The carrying case may be used for storing copy paper. (For Further Details Circle Index Code 069)

LAMINATE-SURFACE MAPS

The latest full-color Rand McNally maps of the world and United States, permanently encased in Railite high-pressure plastic laminate, have been intro-



Markings Wipe Off

duced by the Kenmore Sales Co., Lowell, Mass. The laminate surfaces may be marked with crayon and cleaned with a cloth. Framed in walnut with gold trim, the maps come in three sizes: 21 by 32 in. (world). 32 by 44 in. (U. S.); and 32 by 47 in. (world).

(For Further Details Circle Index Code 070)

LONG-LASTING CARBON PAPER

A new smudge-proof carbon paper, said to outlast conventional carbon paper three to one, is announced by Remington-Rand Machines-Supplies Division, Sperry Rand Corp., New York 10, N. Y. The Carbon Transfer Tissues are more durable because of a unique plastic-lacquer coating. The paper may be used with any manual or electric typewriter.

(For Further Details Circle Index Code 071)

BUSINESS INSTRUCTION DESK

A new desk, the Coordinator, is offered by the Toledo Metal Furniture Co., Toledo 7, Ohio, for secretarial practice and combination classrooms. Pictured with a No. 9610 adjustable posture chair, this desk is designed to duplicate actual office



Has Two Work Levels

working conditions for business education classes. The desk features an all-steel supporting base with a rigid leg and rail design, and a plastic laminate top in two levels for typing and clerical work. Left or right hand assembly is allowed for maximum flexibility and use of floor area.

(For Further Details Circle Index Code 072)

(Continued on page 96)

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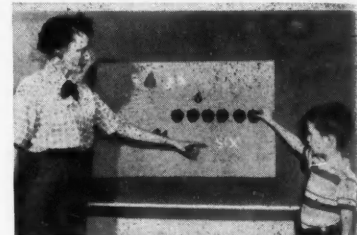
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New Supplies

(Continued from page 95)

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bottom allows the panel to be attached
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panels are available from the Edmund Sci-
entific Co., Barrington, N. J.

(For Further Details Circle Index Code 073)

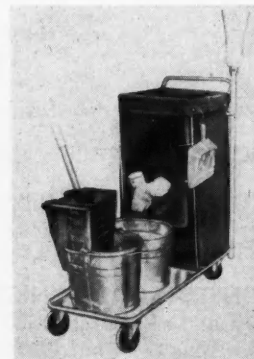
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Sets of cutout cardboard letters for bul-
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(For Further Details Circle Index Code 074)

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for holding broom and pan, and four big
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(For Further Details Circle Index Code 075)

(Continued on page 100)

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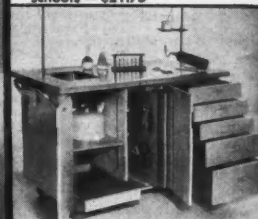
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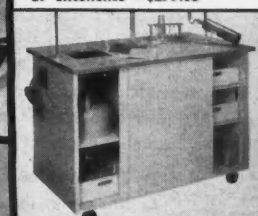
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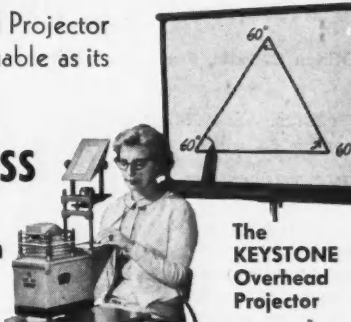
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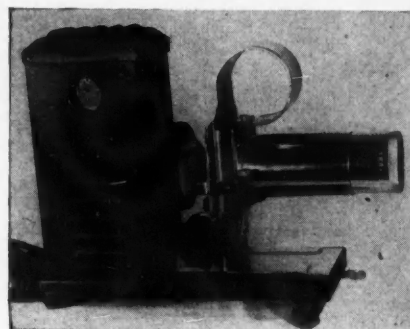
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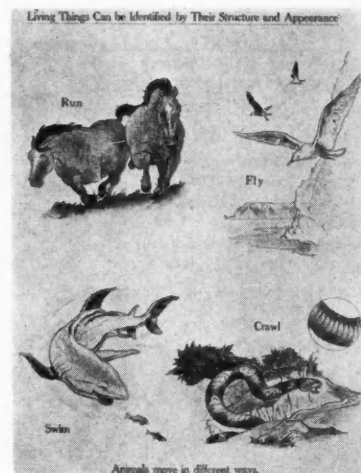
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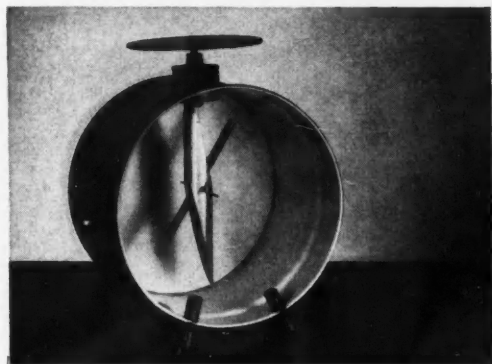
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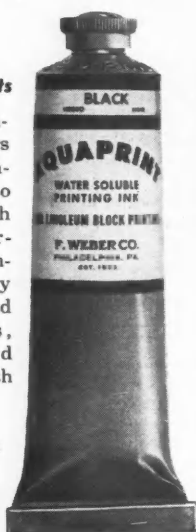


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(Continued from page 96)

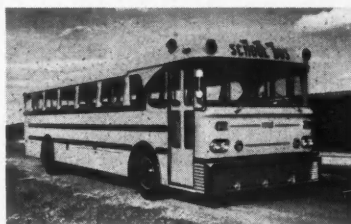
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(For Further Details Circle Index Code 076)

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(For Further Details Circle Index Code 077)

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(For Further Details Circle Index Code 078)

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(For Further Details Circle Index Code 079)

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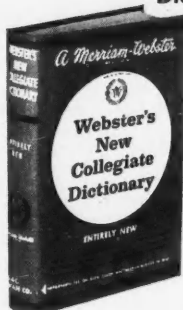
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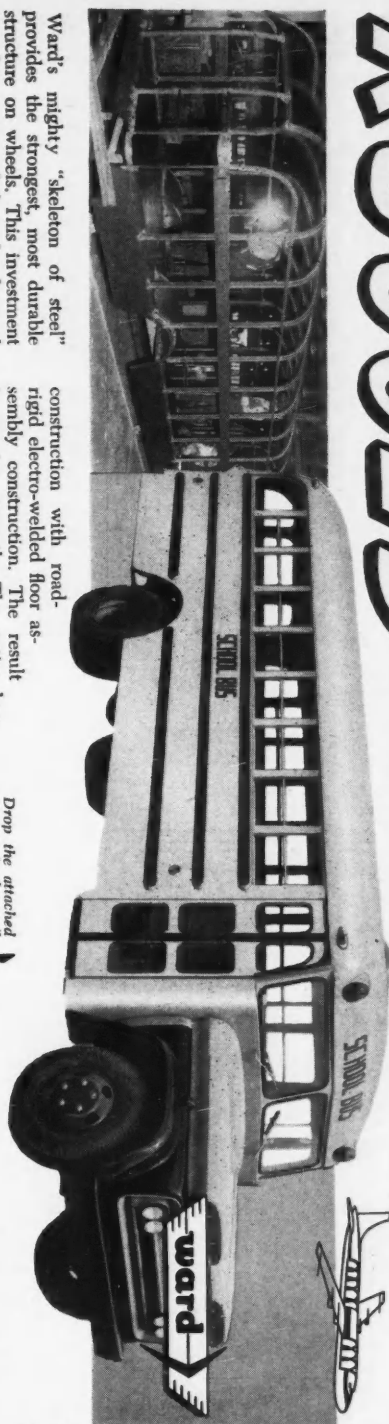
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